

Communication and Language Development

Educational Programme - statutory guidance

The development of children's spoken language underpins all seven areas of learning and development. Children's back and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

We will achieve this by supporting the children to-

- Listen to others
- Join in with discussions and offer ideas
- Ask relevant questions and make relevant comments
- Converse in back and forth exchanges with friends and teachers
- Express ideas and feelings with confidence.

EYFS Area of learning	Autumn	Spring	Summer
Listening, Attention and Understanding	<ul style="list-style-type: none"> -Enjoys listening to longer stories and can remember much of what happens -Can find it difficult to pay attention to more than one thing at a time -Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door" -Understands 'why' questions, like: "Why do you think the caterpillar got so fat?" -Listens carefully to rhymes and songs, paying attention to how they sound -Engages in non-fiction books -Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> -Understands how to listen carefully and why listening is important -Learns new vocabulary -Uses new vocabulary through the day -Engages in story times -Listens to and talk about stories to build familiarity and understanding -Listens carefully to rhymes and songs, paying attention to how they sound -Learns rhymes, poems and songs -Engages in non-fiction books 	<ul style="list-style-type: none"> -Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary -Asks questions to find out more and to check he/she understands what has been said to him/her -Is able to articulate his/her ideas and thoughts in well-formed sentences -Can connect one idea or action to another using a range of connectives -Is able to describe events in some detail -Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen -Is developing social phrases -Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words -Uses new vocabulary in different contexts
Vocabulary	Story, book, page, turn, front cover, rhymes, question, answer, conversation, question, answer, retell, sentence, vocabulary, conversation, turn taking		
How this is covered:	<ul style="list-style-type: none"> -Ask lots of questions - why, what, where, who -Listen to longer stories and answer questions immediately afterwards -Follow 2 part instructions -Enjoy make believe play 	<ul style="list-style-type: none"> - Using story language Enjoy listening stories -Building their bank of words and asking meaning of new words and trying to use in context 	<ul style="list-style-type: none"> -Making up stories of their own -Ask relevant questions in response to what they have heard -Understand a longer list of instructions -Understand spoken instructions and can listen without stopping what they are doing -Understanding more complex language including prepositions, sequencing, time Understands humour -Understands past, present and future
Checkpoints	<ul style="list-style-type: none"> -Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. -Follows simple, routine instruction, e.g. Come to the carpet. -Plays a simple, motivating game for a few minutes, e.g. catching a ball. -Begins to use some active listening skills; face the speaker, body still, paying attention. -Follows simple instructions well. E.g. Get a pencil, find your bag. -Responds to a peers request (e.g. Can I have the ball?) and replies. -Learn (and use) new words from familiar texts. -Begins to answer "How" questions, e.g. How did this get broken? 	<ul style="list-style-type: none"> -Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. -Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. -Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. -Ask questions when they don't know what a word means. -Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". -Begins to answer "Why" questions, perhaps with adult support. 	<ul style="list-style-type: none"> ELG-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG-Make comments about what they have heard and ask questions to clarify their understanding ELG-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

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Speaking	<ul style="list-style-type: none"> -Uses a wider range of vocabulary -Sings a large repertoire of songs -Knows many rhymes, is able to talk about familiar books, and can tell a long story -Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: -some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' -Uses longer sentences of four to six words -Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions -Can start a conversation with an adult or a friend and continue it for many turns -Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver." -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during small group interactions 	<ul style="list-style-type: none"> -Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers -Make comments about what they have heard and ask questions to clarify their understanding -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during small group interactions 	<ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate -Make comments about what they have heard and ask questions to clarify their understanding
Vocabulary	Retell, rhymes, turn-taking, conversations, retell, conjunctions, question, sentence, tense		
How this is covered:	<ul style="list-style-type: none"> -Answer questions about why something has happened -Using longer sentences and linking ideas -Describe events that have already happened -Have mostly clear speech and can be easily understood -Use talk to organise themselves -Can communicate basic needs to an adult 	<ul style="list-style-type: none"> -Re-tell short stories in order -Using most speech sounds and can be understood easily 	<ul style="list-style-type: none"> -Take turns in much longer conversations -Use well-formed sentences that can be understood -Ask relevant questions in response to what they have heard -Use talk to take on different roles during imaginative play -Use talk to work out problems and organise thinking -Using talk to develop good friendships
Checkpoints	<ul style="list-style-type: none"> -Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). -Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). -Ask simple questions (e.g. Where is Mummy?) -Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. -Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better") -Ask questions when they don't understand instructions. -Uses simple connectives in speech, e.g. and, but. -Use new vocabulary from books and stories as they discuss/retell the story. -Recite familiar rhymes/poems and join in with repeated refrains from stories. 	<ul style="list-style-type: none"> -Speaks in whole class situations, e.g. answering questions at Story Time. -Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". -Use newly learnt vocabulary in different contexts. E.g. using the words enormous to describe their tower having read the Enormous Turnip. -Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). -Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. -Uses more detail in conversation. -Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy) 	<ul style="list-style-type: none"> ELG-Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher ELG- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.