

## Communication and Language

### Statutory Framework for the Early Years Foundation Stage

#### Communication and Language:

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.

Wellcomm is used to screen children's language as they enter the Early Years Foundation Stage Unit. Intervention is then put in place to ensure they make rapid progress in language acquisition and understanding. These words are embedded in the planning for all children and specific children are targeted with a variety of games and within their independent play.

NELI is used in Reception, a government funded programme that screens children's language and understanding. These children follow a specific programme to increase their understanding of language and words. The children work in small groups and individually when needed.

#### Our Broad Curriculum Aims:

##### **Articulate**

Through rich conversations and modelled language, children communicate effectively.

##### **Imaginative**

Through creative play they can express their feelings, thoughts and ideas.

##### **Story Tellers**

Through a variety of stories and enriched language children can retell stories and create their own.

##### **Inquisitive**

Through a stimulating environment the children show curiosity for their world around them.

### Speaking

| What we want our children to learn:                                                                                                                                                                                                                                                                                          | Progression:                                                                                                                                                                                                                                                                                                                                            | Vocabulary                                                                                                                 | Activities                                                                                                                                                                                                                                                                                                                         | Positive relationships                                                                                                                                                                                                                                                                                                                                                                | Enabling Environments                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>By the end of EYFSI:</p> <ul style="list-style-type: none"> <li>Use more complex sentences to link thoughts (e.g. using and, because).</li> <li>Use a range of tenses correctly.</li> <li>Initiate a conversation and continue it for many turns.</li> <li>Use learnt vocabulary in my conversations and play.</li> </ul> | <ul style="list-style-type: none"> <li>Puts 3 or 4 words together</li> <li>Puts five words together</li> <li>To use pronouns</li> <li>To use prepositions</li> <li>Forms simple sentences</li> <li>Asks questions</li> <li>Talks about familiar things</li> <li>Joins in with songs</li> <li>Joins in with simple stories, including actions</li> </ul> | <p>because<br/>girl/ she<br/>boy/ he<br/>first<br/>then<br/>next<br/>after that<br/>before</p> <p>Vocabulary linked to</p> | <p>Daily rhymes and songs<br/>Daily stories<br/>Daily conversations and interactions with children<br/>Use repeated vocabulary each week<br/>Recap this vocabulary<br/>Circle time, to give opportunity to speak in small groups<br/>Intervention programmes - T-Kit, Wellcomm and NELi to be followed for those children with</p> | <p>To develop positive interactions with children as they start the foundation stage unit. These daily conversations will value all aspects of conversation, both verbal and non-verbal.<br/>Practitioners will notice what interests and fascinates children, following these interests and engaging in play alongside children, allowing vocabulary to be extended and widened.</p> | <p>Role play areas that interest children and give them opportunities to have back and forth conversations.<br/>Small world areas that allow children to develop their own stories and narratives with each other.<br/>Book area with puppets and props to retell favourite rhymes.<br/>Investigation opportunities both inside and out so children can talk through their ideas.</p> |

Communication and Language

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                    |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Retell events and stories in the correct order.</li> </ul> <p>By the end of EYFS2</p> <ul style="list-style-type: none"> <li>Articulate my ideas and thoughts in well – formed sentences.</li> <li>Learnt vocabulary in my independent play and discussions with others.</li> <li>Use talk to organise, sequence and clarify my thinking, ideas, feelings and events.</li> <li>Use complex sentences to describe my play (so, if, first, next, then, before, after).</li> </ul> | <ul style="list-style-type: none"> <li>Uses plurals</li> <li>Uses past and future tense</li> <li>Good pronunciation of majority of words</li> <li>Learns new vocabulary</li> <li>Uses wide vocabulary (able to link vocabulary from previous learning to new learning)</li> <li>Has a large repertoire of songs</li> <li>talk about past experiences</li> <li>sequence a simple story</li> <li>use talk in pretend play</li> <li>use voices when using small figures</li> <li>tell a story when role playing or using small world figures</li> <li>talk through my play what is happening now, what will happen next</li> <li>negotiate and interact with others in role play situations</li> </ul> | <p>learning (see weekly plans)</p> | <p>communication and specific language needs.</p> <p>Games where children have to take turns and communicate, such as bingo.</p> <p>Retelling favourite stories with props.</p> <p>Telling stories using actions and words</p> <p>Plenary opportunities for children to share their work, encourage children to share their thought process when making a model.</p> | <p>Elklan trained practioners and all practioners understand the value of giving children time to respond, making pauses in conversation.</p> <p>Throughout play practioners will comment and label the play, especially to encourage those children who are reluctant speakers.</p> <p>Good links with SALT team and all plans followed in school.</p> <p>Key worker assigned to those children who are reluctant talkers to encourage and engage in activities.</p> <p>Introduce Makaton for non-verbal children (recommendation of SALT/ healthcare professionals)</p> | <p>Vocabulary displayed for children and staff/ visitors to environment.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|

| Exploring language                                                                                                                                 |                                                                                                                                                           |                                              |                                                                                                                                                                |                                                                                                  |                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What we want our children to learn:                                                                                                                | Progression:                                                                                                                                              | Vocabulary                                   | Activities                                                                                                                                                     | Positive relationships                                                                           | Enabling Environments                                                                                                                                                           |
| <p>By the end of EYFS1 I can:</p> <ul style="list-style-type: none"> <li>retell a familiar story, repeating the language from the story</li> </ul> | <ul style="list-style-type: none"> <li>to engage in play within setting</li> <li>to engage in role play</li> <li>to engage in small world play</li> </ul> | <p>language linked to topic displayed on</p> | <p>Scribe children's simple stories/ rules for a game</p> <p>Opportunities for children to talk to practioners daily</p> <p>Engage in variety of role play</p> | <p>Develop strong relationships with children, giving children time to listen to their ideas</p> | <p>A rich language environment, words displayed for practioners to use within children's play.</p> <p>Opportunities for quality role play and imaginative small world play.</p> |

# All Saints Church of England Primary School Early Years Foundation Stage Curriculum

## Communication and Language

|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                                                                                                         |                                                                                                                                                                                  |                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• sing a range of songs</li> </ul> <p>By the end of EYFS2 I can:</p> <ul style="list-style-type: none"> <li>• use the language I have acquired in my play</li> </ul> | <ul style="list-style-type: none"> <li>• to use talk in play</li> <li>• to initiate conversations in play</li> <li>• to listen to conversations</li> <li>• to talk about their ideas with adults</li> <li>• to share their ideas with peers</li> <li>• to learn new language</li> <li>• to join in with new songs</li> <li>• to learn new rhymes and songs</li> <li>• to listen to a story, learning new language from the story</li> <li>• to show interest in a non-fiction book, asking questions</li> </ul> | weekly planning | Engage in small world play to develop language skills<br>Daily stories and rhymes to embed new language | Have opportunities throughout the day for children to share their ideas with the rest of the class (plenary)<br>Play alongside children, encouraging and modelling new language. | Open ended resources so children can use their imagination to build and explore.<br>Time for children to deepen their play opportunities and use learnt language. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Listening, attention and Understanding                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                           |                                                  |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What we want our children to learn:                                                                                                                                                                                                                                                                                                                | Progression:                                                                                                                                                                                                                                                                                              | Vocabulary                                       | Activities                                                                                                                                                                                                                                                                                                                                                        | Positive relationships                                                                                                                                                                                                                                                                                                                                                                                                                    | Enabling environments                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>By the end of EYFS1:</p> <ul style="list-style-type: none"> <li>• Join in with repeated refrains and can anticipate key events and phrases in rhymes and stories.</li> <li>• Listen to a story and comment on it.</li> <li>• Listen to others and join in a conversation.</li> <li>• Understand and follow a two – part instruction.</li> </ul> | <ul style="list-style-type: none"> <li>• distinguish different sounds in the environment</li> <li>• distinguish different musical instruments</li> <li>• Describe the sounds they have heard</li> <li>• Identify objects from a description</li> <li>• Joins in with familiar songs and rhymes</li> </ul> | Vocabulary linked to learning (see weekly plans) | <p>Listening walks</p> <p>Listening moments (children to close their eyes and listen in the environment)- what can they hear?</p> <p>Sound bingo</p> <p>Making drums, beating different materials – do they make the same sounds?</p> <p>Describing and naming different objects, can the children listen to the description and identify the correct object?</p> | <p>Adults model active good listening behaviours in different situations within the environment.</p> <p>Good listening cards displayed around the room</p> <p>Show a love of books, when reading and sharing stories with children.</p> <p>Talk about the books the children have shared.</p> <p>Encourage children to ask questions and answer these questions, giving the children time to ask and comment on the world around them</p> | <p>Language rich environment: enhancing areas, following children's interests</p> <p>role play opportunities</p> <p>book corner; opportunities for children to share the books we have read as a class</p> <p>In the outside area, opportunity to grow plants, so children can comment on the changing environment.</p> <p>Instruments available for children to use in their own play, listening to the different sounds they make.</p> |

Communication and Language

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• Answer 'who', 'where' and 'when' questions.</li> </ul> <p>By the end of EYFS2:</p> <ul style="list-style-type: none"> <li>• Listen to stories and talk about them, retelling the story with aspects of exact repetition or in my own words.</li> <li>• Learn new rhymes, poems and songs and use these to make up my own rhymes, songs and stories.</li> <li>• Still listen, even if I am not absorbed by the activity.</li> <li>• Turn – take when holding a conversation with my teachers and peers.</li> <li>• Follow a story without pictures.</li> <li>• Understand questions including: who, why, when, where and how and respond appropriately.</li> <li>• Begin to understand humour, e.g. nonsense rhymes and jokes.</li> </ul> | <ul style="list-style-type: none"> <li>• Increases amount of time spent on an activity</li> <li>• Completes an activity before moving on</li> <li>• Enjoys listening to stories with lots of noises</li> <li>• Answer questions without waiting in group situations</li> <li>• Follow simple instruction with three key words</li> <li>• Express an idea with another child or adult</li> <li>• Listen appropriately during carpet sessions/ guided sessions</li> <li>• Answer questions during guided sessions but be able to wait for their turn</li> <li>• Begin to answer 'how do you know'</li> <li>• Retell stories using props, showing good understanding of the language used in the story</li> </ul> |  | <p>Kim's game, can the children remember the objects – which is missing?</p> <p>Matching pairs of sounds</p> <p>Making musical instruments, do they all make the same sound?</p> <p>Noisy neighbour</p> <p>Using musical instruments to enliven stories</p> <p>Songs, rhymes and stories daily</p> <p>Read nonsense poems</p> <p>Children to learn new poems and rhymes</p> <p>Read non-fiction books, looking closely at the new vocabulary</p> <p>Ask questions and encourage children to ask each other questions – especially I news time</p> |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|