

EYFS Curriculum – Communication and Language (CL)

Intent

At St John's children in the Early Years Foundation Stage are provided with a carefully sequenced, language and vocabulary rich curriculum. This enables them to become confident communicators who use a range of vocabulary in varying situations and conversations. They are clear when communicating their needs, wants, interests, thoughts and viewpoints. Our children are able to listen to others' ideas respectfully and respond sensitively to those they disagree with. Speaking is used to ask relevant questions and to connect ideas. Children understand the importance of listening and have developed their ability to follow more complex instructions.

Implementation

Our curriculum, routines and environment promote vocabulary, communication and language development. Our topics are designed around a story/text to introduce children to new ideas, concepts and vocabulary, while also promoting curiosity and discussion. Pupils are encouraged to ask questions and contribute to group and whole-class discussion whenever possible.

Children who are learning to communicate in English are encouraged to communicate in their home language. Where possible, staff use the child's home language to support them learning English. We use a language intervention programme, WellComm, to support children with their language development. Through our continuous provision and our learning environments children are exposed to situations where they can experiment with the new language they have acquired (such as through role play) and use their listening skills as they interact with peers and adults. We also provide our pre-verbal and EAL children with additional scaffolds to support their communication, such as communication boards and widget symbols. By being exposed to enriching experiences, our children apply their speaking, listening, questioning and reasoning skills.

Routines such as daily snack time provide valuable opportunities for speaking and listening skills to be modelled and promoted. The adults within the Foundation Stage model effective speaking and listening skills. Adults use questioning and resources to further pupils' own development. They repeat sentences back to children, extending what they have said or describing and commenting on what is happening. They reflect on their observations and interactions with children, using their knowledge and assessments to then provide developmentally appropriate experiences that are linked to our children's next steps and interests.

Impact

Through our high-quality interactions, direct teaching and provision, we provide children with a broad and balance vocabulary and language rich curriculum. All staff within the Foundation Stage know the children's next steps and how to progress their knowledge and skills through interactions, play, resources and group and whole class work. Our children move into Year 1 with the confidence and skills to express themselves in a range of different situations, using a wide variety of rich language. They develop listening skills and the ability to take part in, hold and extend conversations with others in order to thrive in their next stage of learning.

EYFS Progression Map – CL

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Education Programme	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.					
Nursery	<p>Listens to others one-to-one when conversation interests them</p> <p>Developing an understanding of simple concepts e.g. good/bad, fast/slow</p> <p>Able to use language in recalling past experiences</p> <p>Continues to make some errors in language and will absorb and use language they hear around them in their community and culture</p>	<p>Listens to others in a small group when conversation interests them</p> <p>Understands use of objects e.g. which one do we cut with?</p> <p>Identifies action words by following simple instructions e.g. show me jumping</p> <p>Can retell simple past events in correct order e.g. went down slide, hurt finger</p>	<p>Listens to familiar stories with increasing attention and recall</p> <p>Understands who, what, where in simple questions</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Beginning to use a range of tenses</p> <p>Builds vocabulary that reflects the breadth of their experiences</p>	<p>Can still listen OR do but can change their focus of attention</p> <p>Is able to follow directions</p> <p>Beginning to understand how and why questions</p> <p>Talks more extensively about things that are of particular importance to them</p>	<p>Responds to instructions with more elements e.g. collect up all of the blocks and put them in the box</p> <p>Question why things happen and gives explanations</p> <p>Beginning to use more complex sentences to link thoughts e.g. using and, because</p> <p>Uses talk in pretending objects stand for something else in play</p>
Reception	<p>Shows variability in listening behaviours, may move around and fiddle but still be listening or sit still but not absorbed by activity</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk in pretending objects stand for something else in play</p>	<p>Beginning to understand how and why questions</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Use more complex sentences to link thoughts e.g. using and, because</p>	<p>Able to follow a story without pictures or props</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Introduces a story or narrative into their play</p>	<p>Understands a range of complex sentence structures including negatives, plurals and tense markers</p> <p>Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>May indicate two-channelled attention e.g. can both listen and do for short span</p> <p>Understands questions such as; why, who, when, where and how</p> <p>Uses talk to organise and sequence thinking, ideas, feelings and events.</p>	<p>Make comments about what they have heard and use questions to support/clarify understanding</p> <p>Hold a conversation and discussion offering ideas and recently introduced vocabulary.</p> <p>Express their ideas and feelings using full sentences, including past, present and future tenses.</p>
ELGs	<p>Listening, attention & Understanding 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking 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; 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.</p>					