

**Northampton Primary Academy Trust Reception - 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, storytelling 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. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
<b>Listening, Attention and Understanding</b>				
<b>Knowledge and Skills to be Taught</b>	How to actively listen – listening behaviours and techniques Understand the purpose of a question Join in singing, rhymes and repeated refrains in stories Skills for a two-way conversation Basic vocabulary to children below Age Related Expectations	Confidence to talk in front of groups/the class How to speak in a full sentence clearly and use connectives Who the characters and setting in a book are and structure of the story (beginning, middle and end) Observation and prediction skills Prepositions and instructional language	Skills to provide an explanation on ideas, topics learnt, and books read Vocabulary for storytelling, play and writing. Sequencing words More questioning techniques	Pupils should be taught to: * listen and respond appropriately to adults and their peers * use relevant strategies to build their vocabulary * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * participate in discussions, presentations, performances, role play, improvisations and debates * consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>Possible Lines of Enquiry</b> <i>These are suggestions only and must be personalised by each setting</i>	Listening / observation games Speaking & Listening intervention groups Use of visuals - picture cues to help children to understand and follow instructions i.e., visual schedules Use of school music scheme School strategy for stop and listen e.g., clapping, bells	Adults continuously modelling during carpet sessions. Quieter children targeted to participate 1:1, group and then in class. Read and re- read books at story time Story mapping, story stones/cards, drama for writing for story retelling Following instructions	Following instructions Observation skills Link giving an explanation and questioning skills directly to Understanding the World topics Rhymes, poems and songs	
<b>Key Vocabulary</b> <i>These are key words and phrases that children need to know and understand</i>	Stop Listen Look Simple instructional vocabulary - sit down, stand up, line up Question words – who, where, what, when, why, how. Instruction Explain			

<p><b>Ongoing throughout the year</b></p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>All adults to role model good language, correct children by repeating and rephrasing their sentences and model exciting vocabulary everyday</p> <p>Inviting role-play area and provocations for learning.</p> <p>Small group adult led conversations</p> <p>Music teaching timetabled at least once a week</p> <p>Reading 1:1 to an adult at least once a week to include, once past the blending stage, questions about comprehension and understanding using the questions from the six domains of reading.</p> <p>Daily story to include micro drama to demonstrate comprehension.</p> <p>Use of both fiction and non-fiction books</p> <p>Recap on vocabulary previously taught</p> <p>Children with EAL and children who are working below age related expectation to have language interventions</p> <p>Children who lack confidence to take participate in interventions i.e., Lego Therapy</p> <p>Introduce rewards/stickers for great questions at carpet time</p> <p>Strategies for asking children to listen, ‘track the speaker’ (age appropriate, also some children will not be able to give eye contact)</p> <p>Strategies for asking children to stop and listen “Hands on top, everybody stop” (or school own alternative e.g., bells)</p>			
<p><b>Assessment Checkpoint</b></p> <p><i>i.e., a child on track will do this by the end of each term</i></p>	<p>Can answer a simple question</p> <p>Follow a simple instruction.</p> <p>Join in at story time e.g., repeated refrains</p>	<p>Can answer a two-part question</p> <p>Follow a two-part instruction</p> <p>Maintain concentration in group sessions</p> <p>Hold a 2-way conversation with peers and adults</p> <p>Use weekly taught vocabulary in context</p> <p>Introduce a storyline and story language in their play</p>	<p>Hold sustained conversations with peers and adults in the setting – to and fro, not just answering questions</p> <p>Offer explanations on what they have learnt, created, seen.</p> <p>Participate in discussions contributing their own ideas</p> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	

“Within the EYFS profile the ELG for Communication and Language and for Literacy must be assessed in relation to the child’s competency in English” - Taken from 2021 EYFS Profile Handbook

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
<b>Speaking</b>				
<b>Knowledge and Skills to be Taught</b>	<p>How to actively listen – listening behaviours and techniques</p> <p>Understand the purpose of a question and ask questions</p> <p>Answer questions using yes or no (link to Literacy)</p> <p>Social phrases – good morning, afternoon, please, thank you</p> <p>Join in singing, rhymes and repeated refrains in stories</p> <p>Skills for a 2-way conversation</p>	<p>How to speak in a full sentence clearly and use connectives</p> <p>Understand the purpose of a question and ask appropriate questions</p> <p>Ask who, what, where, when and why questions</p> <p>Who the characters and setting in a book are and structure of the story (beginning, middle and end)?</p> <p>Observation and prediction skills</p> <p>Story telling skills</p> <p>Skills to build confidence to speak in front of the class/groups</p> <p>Skills to hold a 2-way conversation</p>	<p>Use of taught vocabulary in storytelling, play and writing.</p> <p>Sequencing words</p> <p>Understand the purpose of a question and ask appropriate questions</p> <p>Ask who, what, where, when and why questions</p> <p>Talk in full sentences using connectives and adjectives.</p> <p>Skills to initiate and sustain a conversation</p> <p>Staying on topic for a prolonged period</p>	<p>Pupils should be taught to: * listen and respond appropriately adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) *consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication</p>
<b>Possible Lines of Enquiry</b> <i>These are suggestions only and must be personalised by each setting</i>	<p>Listening games</p> <p>Rhyming games</p> <p>Speaking and Listening groups</p> <p>Use of visuals - picture cues to help children to understand and follow instructions i.e., visual schedules</p> <p>Use of school music scheme</p> <p>Observation skills game</p> <p>Speech assessments and interventions e.g., NELI or Wellcomm</p> <p>Non-fiction books to support topics and vocabulary</p>	<p>Adults continuously modelling and role modelling during carpet sessions.</p> <p>Quieter children targeted to participate 1:1, group and then in class</p> <p>Read and re- read books at story time</p> <p>Story mapping, story stones/cards/bags/sacks/spoons, Drama for Learning for story retelling</p> <p>Following instructions</p> <p>Non-fiction books to support topics and vocabulary</p>	<p>Story mapping, story stones/cards/bags/sacks/spoons, Drama for Learning to re-tell a story</p> <p>Following instructions</p> <p>Observation skills</p> <p>Give an explanation and apply questioning skills directly to Understanding the World topics</p> <p>Non-fiction books to support topics and vocabulary</p>	
<b>Key Vocabulary</b> <i>These are key words and phrases that children need to know and understand</i>	<p>Good morning, good afternoon, please, thank you, my turn, your turn.</p> <p>Rhyme</p> <p>Question words – who, where, what, when, why, how</p> <p>Instruction</p> <p>Explain</p> <p>Fiction, story, non-fiction, Information</p>			
<b>Ongoing throughout the Year</b> <i>These are suggestions only and must be personalised by each setting</i>	<p>All adults to role model good language, correct children by repeating and rephrasing their sentences and model exciting vocabulary everyday</p> <p>Inviting role-play area and provocations for learning.</p> <p>Small group work</p> <p>Music/singing timetabled at least once a week</p> <p>Reading 1:1 to an adult at least once a week to include, once past the blending stage, questions about comprehension and understanding using the questions from the six domains of reading.</p> <p>Daily story to include micro drama to demonstrate comprehension.</p> <p>Use of both fiction and non-fiction books</p> <p>Weekly vocabulary to be re-visited often.</p> <p>Children with EAL and children who are working below age related expectation to have language interventions</p> <p>Children lacking in confidence to partake in nurture interventions</p> <p>Introduce rewards/stickers for great questions at carpet time</p> <p>Provide parents information about the week so that they can ask their children about it.</p>			

<p><b>Assessment Checkpoint</b>  <i>i.e., a child on track will do this by the end of each term</i></p>	<p>Can answer a simple question using yes/ no  Join in at story time e.g., repeated refrains  Use short sentences  Ask questions  Results of speech assessments and interventions e.g. NELI or Wellcomm</p>	<p>Can answer a two-part question or follow a two-part instruction  Talk in sentences using tenses and connectives correctly  Hold a 2-way conversation with peers and adults  Ask relevant questions  Use weekly taught vocabulary in context  Introduce a storyline and story language in their play</p>	<p>Hold sustained conversations with peers and adults in the setting – to and fro, not just answering questions and staying on topic  Offer explanations on what they have learnt, created, seen.  Uses language to imagine and recreate roles and experiences in their play</p> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- 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.</li> </ul>	
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