

Lings Pre-School - 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	Links to Reception Early Learning Goal
Listening, Attention and Understanding (<i>is linked with Literacy comprehension</i>)				
Knowledge and Skills to be Taught	Good listening habits (even if some children cannot sit to listen) How to stop and listen How to follow the setting’s routines	Turn taking when talking More listening skills to increase the time to listen Asking and answering how and why questions How to follow a simple instruction	Answering or actioning a two part or open questions How to sequence familiar events or stories How to sustain a conversation How to follow a two-part instruction Asking and answering why questions	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.
Possible Lines of Enquiry	Visual timetable Today is, how many children are here board	Re-read familiar stories Sound games	Follow stories of interest for sequencing and questioning	

	<p>Verbal prompts – Please stop and listen..... Clapping to get the children to stop</p> <p>Stories</p>		<p>Listening games e.g., sound lotto</p>	
<p>Key Vocabulary</p> <p><i>These are key words and phrases that children need to know and understand</i></p>	<p>Stop Listen Look Simple instructional vocabulary - sit down, stand up, line up</p>			
<p>Ongoing throughout the Year</p>	<p>Daily register and carpet times Adults to role model use of a wide vocabulary Daily story times with re-reading of the same books – use of books with repeated refrains Visual timetable Listening games (see comprehension)</p>			
<p>Assessment checkpoint</p> <p>i.e., what a child on track can do by the end of this term</p>	<p>Children can sit and listen for a short time Children begin to learn and follow the daily routine Children can follow a one-step instruction</p>	<p>Children can follow a one-part instruction Children listen in small group</p>	<p>Children can follow a two - part instruction Children participate in a small group discussion Children listen and respond to others Children begin to ask and answer questions</p>	

Area of Learning	Autumn	Spring	Summer	Links to Reception
Speaking				
Knowledge and Skills to be Taught	Response to the register Speaking in short sentences Joining in with nursery rhymes, singing and poems Kind words and manners	Speaking in longer sentences (4-6 words) Kind words and manners	Using full sentences with more consistent use of correct tenses. Answering how and why or open questions. Use of taught vocabulary within their play Kind words and manners	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.
Possible Lines of Enquiry	Song times Stories Link vocabulary to themes Introduce days of the week and social phrases during register	Daily singing and story time Stories using rhyme and repetition	Model language: sentences using conjunctions Model language to promote thinking and challenge	
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Good morning, good afternoon, please, thank you, my turn, your turn, rhyme			

Ongoing throughout the Year	Adults to model talking in full sentences, repeating back children’s words in sentences and modelling pronunciation Daily register and carpet times Social phrases – good morning, good afternoon, please, thank you (manners) Adults to role model use wider vocabulary Singing and learning whole songs Teach EAL and children with low vocabulary common words in addition to the weekly vocab words Small group adult led activities to promote conversation			
Assessment i.e., what a child on track can do by the end of this term	Children use two- or three-word phrases and short sentences	Children use short sentences with confidence Children begin to talk more about things that interest them	Children speak in full sentences of 4-6 words Children begin to use some conjunctions such as and, and because. Children use taught vocabulary in their play	

“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