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| **Educational Programme for Communication and Language** | **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. |
| **Key Learning Linked to Listening and Understanding**  **• Listening** – listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.  • Attention – maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar. Show attention and interest in stories read to them in whole class and small group contexts.  **• Respond** – with relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.  **• Demonstrate Understanding** – follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding.  • **Respond to and answer questions** – ‘where’ ‘how’ and ‘why’ questions about self and own experiences; ‘how’ and ‘why’ in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play.  **Key Learning Linked to Speaking**  • **Speaking** – speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences.  • **Vocabulary** – use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.  • **Communication** – communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories.  • **Questioning** – ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.  • **Uses Tenses** – past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas.  • **Reasoning** – talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts. Offer explanations for why things might happen.  • **Clarify Thinking** – use talk to connect ideas, and share their thinking in different contexts.  • **Narrative** – use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen. | | |
| **What this Looks like in EYFS** | | |
| **Autumn 1**  **Where do I belong? Me and my world**    Frequent back and forth quality interactions.  Quality conversations with adults  Vocabulary modelled by the adults in the classroom, children are interacting frequently with responsive adults.  Oral storytelling  Shared reading  Repeated reading  Reading and engaging in stories, songs and rhymes which allow us to explore new vocabulary. | | |
| **Autum 2**  **What do we celebrate? Sparkle and Shine**  Frequent back and forth quality interactions.  Quality conversations with adults  Vocabulary modelled by the adults in the classroom, children are interacting frequently with responsive adults.  Oral storytelling  Shared reading  Repeated reading  Reading and engaging in stories, songs and rhymes which allow us to explore new vocabulary. | | |
| **Spring 1**  **Where am I going and how will I get there?**  Frequent back and forth quality interactions.  Quality conversations with adults  Vocabulary modelled by the adults in the classroom, children are interacting frequently with responsive adults.  Oral storytelling  Shared reading  Repeated reading  Reading and engaging in stories, songs and rhymes which allow us to explore new vocabulary. | | |
| **Spring 2**  **What do I like to eat and is it good for me?**  Frequent back and forth quality interactions.  Quality conversations with adults  Vocabulary modelled by the adults in the classroom, children are interacting frequently with responsive adults.  Oral storytelling  Shared reading  Repeated reading  Reading and engaging in stories, songs and rhymes which allow us to explore new vocabulary. | | |
| **Summer 1**  **Are animals like me?**  Frequent back and forth quality interactions.  Quality conversations with adults  Vocabulary modelled by the adults in the classroom, children are interacting frequently with responsive adults.  Oral storytelling  Shared reading  Repeated reading  Reading and engaging in stories, songs and rhymes which allow us to explore new vocabulary. | | |
| **Summer 2**  **What does the Summer bring?**  Frequent back and forth quality interactions.  Quality conversations with adults  Vocabulary modelled by the adults in the classroom, children are interacting frequently with responsive adults.  Oral storytelling  Shared reading  Repeated reading  Reading and engaging in stories, songs and rhymes which allow us to explore new vocabulary. | | |
| **EARLY LEARNING GOAL (ELG) LISTENING, ATTENTION & UNDERSTANDING**  Children at the expected level of development will:  ­ 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. | | **EARLY LEARNING GOAL (ELG) SPEAKING**  Children at the expected level of development will:  ­ 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 accurate use of past, present and future tenses and  making use of conjunctions, with modelling and support from their  teacher. |
| **This sets out possible learning and intentions our plans are flexible as our children’s learning is often driven by their interests and certainly planned around their needs.** | | |