



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.



Development Matters and Early Learning Goals

Development Matters: Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives

Early Learning Goals

- 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.
- 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.

Speaking and listening

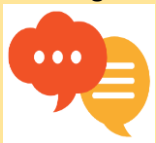


Daily opportunities

Understand how to listen carefully and why listening is important.	Listen in familiar & new situations.	Listen attentively in a range of situations.	Understand why listening is important.	Listen and understand instructions while busy with another task.	Listen and respond with relevant questions, comments, or actions.
Engage in story times, rhymes, and songs.	Engage in story times.	Maintain attention during appropriate activity.	Maintain attention in different contexts.	Maintain activity while listening.	Attend to others in play.
Maintain attention in whole class/groups.	Maintain attention in new situations.	Engage in non-fiction books.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Understand how, why, where questions.	Make comments and clarify thinking with questions.
Follow 1 step instructions.	Ask questions to find out more and to check they understand what has been said to them.	Consider the listener and take turns.		Describe events in some detail.	Retell the story once they have developed a deep familiarity with the
Understand ‘why’ questions.					

	<p>Use sentences 4-6 words.</p> <p>Use talk to organise play.</p> <p>Practise using greetings when coming into school and answering the register</p> <p>Begin to build friendships through friendly talk with others</p>	<p>Follow instructions with 2 parts in a familiar situation.</p> <p>Start a conversation with peers and familiar adults and continue for many turns.</p> <p>Develop social phrases</p>	<p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p>	<p>Ask questions to find out more and check understanding.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use language to reason.</p>	<p>text; some as exact repetition and some in their own words.</p> <p>Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p> <p>Use conjunctions to extend and articulate their ideas.</p>
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listening



Daily opportunities

Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying."

Role of the adult:

- Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."
- Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."
- Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.
- Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".
- Have fun saying the word in an exaggerated manner.
- Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like?"
- Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "
- Use the vocabulary repeatedly through the week.
- Keep a list of previously taught vocabulary and review it in different contexts.
- Show genuine interest in knowing more: "This looks amazing, I need to know more about this."
- Think out loud, ask questions to check your understanding; "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."

-call and response games
 -daily story and circle times
 Use of talk partners

Speaking



Daily opportunities

-interactions during child initiated play

-daily interactions

Role of the adult:

- Use **complete sentences** in your everyday talk.
- **Model talk routines:** good morning on arrival/ register
- **Help children build sentences** using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.
- **Model greetings** in the morning and during the register
- **Narrate** your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."
- **Build upon their incidental talk:** "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"
- **ask open questions** - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"
- Instead of correcting, **model accurate irregular grammar** such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."
- **Remind children of previous events:** "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"
- **Extend their thinking:** "You've thought really hard about building your tower, but how will you stop it falling down?"

- -daily story times and circle times
- -use of talk partners
- **New vocabulary identified** before planning activities and displayed in the classroom using communication in Print
- Use of **songs and rhymes** to teach concepts, ICT
- Weekly **song and rhyme session**

Continuous Provision

- **Reading areas** inside and outside
- **Writing area**
- **Science area**- items to discover and discuss, introduces new vocabulary
- **Print rich environment**- handwritten and typed text, key questions, pictures with images
- **Role play and small world**
- **Sensory experiences**

Environment

- **Phonics boards:** display phonemes and tricky words taught.
- **English board displays** T4W story, map and key vocabulary
- **Topic board** - big question, key vocabulary with visual images
- **Labels on resources + pictures**
- **visual timetable**
- **Widget pictorial vocabulary**
- **photos and concrete objects**

