



# Communication and Language

“Live life it’s all its Fullness”

## OUR CURRICULUM PROGRESSION

**Educational 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, 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.

**Our early years vision** – At Leverton Church of England Academy we want our children to have the skills to confidently share their wants, needs and interests. We want them to build the skills to take part in two-way conversations and respond appropriately to what they hear. Throughout their time in early years we want them to be involved in experiences, activities and learning that allows them to use a wide range of vocabulary. We want children to be interested in new words, to explore them and to use them in their own speech. We want our children to know a wide range of key stories that they are able to re-tell as well as a range of rhymes and songs they are able to sing from memory. We aim for our children to be critical thinkers and show this through the questions they ask and the things they ‘wonder’ about.

Little Acorns 2-3yrs	Squirrels 3-4yrs	Owls - Reception
<ul style="list-style-type: none"> <li>- To respond to an adult or peer with words</li> <li>- To respond to music, singing and toys that make sounds</li> <li>- To join in with some singing and rhymes</li> <li>- To listen to and respond to a simple instruction</li> <li>- To use key words to communicate</li> <li>- To copy new words and gestures</li> <li>- To use intonation, pitch and volume when talking</li> <li>- To listen to other peoples talk with interest</li> <li>- To use some words/actions to explain how they are feeling</li> <li>- To begin to respond to others in a back and forth communication – conversation</li> <li>- To use speech in pretend play appropriately</li> <li>- To pronounce sounds with some clarity</li> <li>- To listen to simple stories and understand what is happening (with the help of pictures)</li> <li>- To identify objects and properties for adults (blue car, shiny apple)</li> <li>- To understand longer sentences, showing they have understood through talk or actions</li> <li>- To understand simple ‘who, what and where’ questions</li> </ul>	<ul style="list-style-type: none"> <li>- To enjoy listening to longer stories</li> <li>- To remember what happens in stories they know</li> <li>- To be able to talk about books they know</li> <li>- To know and join in with a range of nursery rhymes</li> <li>- To know and join in with a range of songs</li> <li>- To know how to answer ‘why’ questions</li> <li>- To recall stories and events</li> <li>- To pay attention when subject matter interests them for periods of up to 5 minutes</li> <li>- To use new words in their own speech</li> <li>- To show understanding of a two-part question by following instructions</li> <li>- To communicate with others using full sentences, connecting sentences together</li> <li>- To tell others what they do and don’t like</li> <li>- To tell others what they think about something</li> <li>- To explain when they don’t agree with something using words/actions</li> <li>- To start conversations with others</li> <li>- To continue a conversation back and forth</li> <li>- To use talk to organise themselves and others</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <p><b>ELG –</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> <li>- To know why listening is important</li> <li>- To explain what good listening looks like</li> <li>- To expand understanding of new vocabulary through topics of interest and new learning</li> <li>- To maintain attention and show engagement during story times</li> <li>- To listen carefully to new rhymes, paying attention to how they sound</li> <li>- To know rhymes, poems and songs by heart</li> <li>- To show an interest in non-fiction books</li> </ul>



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### **Speaking**

#### **ELG**

- 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.
- To use new vocabulary in own speech
- To ask questions to find out more and the check they understand
- To be able to tell others their ideas and thoughts in well-formed sentences
- To connect one idea or action to another using connectives in speech
- To add detail to events when recounting
- To use talk to work out problems or to organise thinking
- To use sentences to explain how things work
- To be able to re-tell a familiar story (re-calling any repetition from the story)
- To re-tell a story in their own words
- To explain why things might happen
- To use social phrases such as ‘Would you like to play? excuse me, Can I have a turn please?’
- To talk about non-fiction they have been engaged in, using new knowledge and vocabulary