









## Ashdene Primary School - EYFS Communication and Language

<p><b>Purpose of Study</b></p>	<p>EYFS Statutory 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.</p>					
<p><b>Aims</b></p>	<p><b>Listening attention and understanding</b></p> <ul style="list-style-type: none"> <li>• Children at the expected level of development will</li> <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>		<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Children at the expected level of development will</li> <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>			
<p><b>Curriculum Design</b></p>	<p>The Early Years Curriculum is based on the EYFS Statutory Framework and Development Matters 2021. Both these documents set expectations for children to achieve by the end of the Reception Year. Our curriculum explicitly sets out the new knowledge that children will learn each lesson which links to the educational programmes within the EYFS Statutory framework. This knowledge has been mapped out throughout the reception year but also supports further learning and development once the children move to the National Curriculum.</p>					
<p><b>Personal Development Links</b></p>						
	<p>RESPECT</p>	<p>SMSC</p>	<p>Rights Respecting</p>	<p>British Values</p>	<p>Jigsaw</p>	<p>Trips and Visits</p>



## Communication and Language Overview

	Physical	Linguistic	Cognitive	Social and emotional
<b>Key Skills to teach</b>	<ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>	<ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</li> </ul>	<ul style="list-style-type: none"> <li>To use 'because' to develop their ideas</li> <li>To make relevant contributions and asks questions</li> <li>To describe events that have happened to them in detail</li> </ul>	<ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns to speak when working in a group</li> </ul>

	HT1	HT2	HT3	HT4	HT5	HT6
<b>Overview</b>	<p>Speak audibly so they can be heard by a talking partner.</p> <p>Express needs clearly to a familiar adult.</p> <p>Sitting and listening during story time.</p>	<p>To maintain eye contact when talking to a partner.</p> <p>To take turns talking with a talking partner.</p> <p>To use because to join a phrase</p>	<p>Speak audibly so they can be heard when talking in a group of 3.</p> <p>Ask a question to talking partner.</p> <p>Look at the speaker.</p> <p>State their point of view in a group.</p>	<p>Ask a relevant question</p> <p>To use 'because' to extend their answers.</p> <p>Take turns in games and when speaking.</p>	<p>Speak audibly so they can be heard and understood by whole class.</p> <p>To use 'because' 'then' and 'but' when explaining.</p>	<p>Continue to Practise skills taught</p>