

**Strand: Communication and Language**

**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, 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.

Nursery	Reception	End of EYFS	Year 1 Expectation
<b>Speaking – knowledge and skills</b>			
<ul style="list-style-type: none"> <li>• To start a conversation with an adult or a friend and continue it.</li> <li>• To begin to use some new vocabulary.</li> <li>• To link four to six words together. The child may stutter or stammer when thinking of what to say.</li> <li>• To use social phrases – <i>hello, goodbye</i></li> <li>• To use pronouns (<i>me, she, him</i>)</li> <li>• To use talk in play "<i>Let’s go on a bus...you sit there... I’ll be the driver</i>"</li> <li>• To understand <i>who, where and when</i> questions before <i>why</i> questions.</li> <li>• To understand <i>why</i> questions like "<i>why do you think the caterpillar got so fat</i>"?</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use more complex sentences.</li> <li>• To ask questions, why things happen and give explanations.</li> <li>• To retell simple events in the correct order.</li> <li>• To use talk to connect ideas, explain what is happening, what might happen next.</li> <li>• To use a range of connectives- <i>if, so, because could</i>.</li> <li>• To use a range of tenses.</li> <li>• To use social phrases E.g., <i>Good morning, how are you?</i></li> </ul>	<ul style="list-style-type: none"> <li>-To participate in conversations, one to one, in small groups and in whole class discussions.</li> <li>-To share own ideas.</li> <li>-To use recently acquired vocabulary.</li> <li>-To express their ideas and feelings about their experiences</li> </ul>	<ul style="list-style-type: none"> <li>-To understand and use the conventions for discussion and debate.</li> <li>-To develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write</li> <li>-To be able to adopt, create and</li> </ul>

<p><b>Note:</b> Children may have problems with irregular tenses and plurals such as 'runned' for ran, 'swimmed' for 'swam'.</p>		<ul style="list-style-type: none"> <li>• To use intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• To use vocabulary focused on objects and people that are of particular importance to them.</li> <li>• To use new vocabulary in different contexts.</li> <li>• To use well-formed sentences that are easily understood by peers and adults but there may still be some grammatical errors.</li> <li>• To build vocabulary, depending on the breadth of their experiences.</li> <li>• To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• To articulate ideas and thoughts in well-formed sentences.</li> <li>• To use talk to work out problems, organise thinking, sequence and clarify thinking, ideas, feelings and events.</li> <li>• To Introduce a storyline or narrative into their play.</li> <li>• To link statements and stick to the main theme and intentions.</li> <li>• To recognise appropriate times to speak and to let the other person finish what they are saying before the talk.</li> </ul>		<ul style="list-style-type: none"> <li>-To speak in full sentences using conjunctions.</li> <li>-To use past, present and future tenses.</li> <li>-To offer explanations.</li> </ul>	<p>sustain a range of roles, responding appropriately to others in role.</p>
<p><b>Vocabulary</b></p>	<p><b>Pedagogical Considerations</b></p>	<p><b>Vocabulary</b></p>	<p><b>Pedagogical Considerations:</b></p>		

<p>Speak, talk, words, answer, say, listen, tell, sit, stand, walk, run...</p>	<p>Multisensory approach with opportunities for real life experiences Modelling through repetition, emphasis and expansion. Use My Turn Your Turn. Circle time Story books with repetitive phrases and stories Commentate as children play freely. Ensure a broad range of contexts to practise and apply new vocabulary Encourage comments through 'I wonder....'</p>	<p>Question, answer, explain, now, next, after, before, what? why? how? when? where? think, share, tell...</p>	<p>Circle time. Opportunity for talk partners. Children to talk freely to peers during activities Modelled sentence talk Correcting talk as it occurs. Opportunities for repetition. Word Aware training. Looking at vocabulary in lesson inputs. Opportunity for sharing ideas/thoughts. Mind maps Barrier games Display new vocabulary or have a word wall.</p>		
<b>Listening, Attention – knowledge and skills</b>					
<ul style="list-style-type: none"> <li>To listen to talk with interest but can be distracted.</li> <li>To listen to talk when addressed to him/herself but finds it difficult if prompts are not provided e.g., use of name, 'stop and listen'.</li> <li>To listen to stories and to remember what has happened.</li> <li>To listen to rhymes and rhythms and can join in with vocalisations and/or actions</li> </ul>		<ul style="list-style-type: none"> <li>To understand how to listen carefully.</li> <li>To understand why listening is important.</li> <li>To focus on the speaker.</li> <li>To listen to a range of stories with increasing recall.</li> <li>To engage in fiction, non-fiction and poetry books.</li> <li>To listen and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>-To listen carefully to what they hear and respond with relevant questions.</li> <li>-To make comments about things they have heard.</li> <li>-To hold a conversation with adults or their peers.</li> </ul>	<ul style="list-style-type: none"> <li>-To listen and respond appropriately to adults and their peers</li> <li>-To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and</li> </ul>
<b>Vocabulary</b>	<b>Pedagogical Considerations</b>	<b>Vocabulary</b>	<b>Pedagogical Considerations</b>		

<p>Stop, listen, look, show, follow, copy, what? when?</p>	<p>Listen to stories daily and discuss what happens. Increase the length of stories. Give children a clear prompt, e.g., their name or sound to get their attention. Play listening games such as 'what animal made that noise?' Go on a listening walk. Encourage talk in all spaces both indoors and outdoors. Use of puppets and props to model good listening and responding. Model good language for thinking 'I wonder what...'. Draw attention to similarities in sounds</p>	<p>Question, answer, explain, now, next, after, before, what? why? how? when? where? Repeat...</p>	<p>Opportunity to answer questions. Circle times. Opportunity to show understanding through AfL/independent learning. Songs. Exciting stories. Embedded expectations. Listen to each other during whole class teaching sessions. Encourage children to repeat back what they have been asked to do. Provide opportunities for children to listen in different types of environments. Draw attention to similarities in sounds in words.</p>		<p>responding to comments</p>
<b>Understanding – Knowledge and Skills</b>					
<ul style="list-style-type: none"> <li>To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</li> <li>To understand simple concepts- <i>in, on, under, big, small.</i></li> <li>To understand <i>now and next.</i></li> <li>To understand and respond to 'why' questions.</li> <li>To understand simple sentences such as 'find your coat', 'get the ball'.</li> </ul>		<ul style="list-style-type: none"> <li>To show their understanding by retelling and talking about their experiences and stories.</li> <li>To use new vocabulary in different contexts.</li> <li>To use talk to organise thinking, work out problems, make predictions and explain how things work to show their understanding.</li> <li>To ask questions to find out more and to check understanding of what has been said.</li> </ul>		<ul style="list-style-type: none"> <li>-To ask questions to clarify their understanding.</li> <li>-To ask relevant questions.</li> <li>-To respond with appropriate comments.</li> </ul>	<ul style="list-style-type: none"> <li>-To ask relevant questions to extend their understanding and knowledge</li> <li>-To use relevant strategies to build their vocabulary</li> <li>-To use spoken language to develop understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• To show understanding of prepositions.</li> <li>• To understand why and how questions.</li> <li>• To show and respond to instructions showing understanding of two-part instructions.</li> <li>• To show understanding of prepositions such as above, below, behind, next to, beside, and in front by carrying out or selecting correct pictures and/or using this language correctly.</li> <li>• To show understanding of directions.</li> <li>• To understand the use of objects e.g. Which one do we cut with? Which one do we paint with?</li> <li>• To be able to listen and respond to ideas expressed by others in conversation.</li> </ul>		<p>through speculating, hypothesising, imagining and exploring ideas</p>
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<p><b>Vocabulary</b></p> <p>Get, move, show, touch, find, what? now, next, tell me...copy,</p>	<p><b>Pedagogical Considerations</b></p> <p>Objects of reference, gestures and pictures/ symbols to support understanding          Makaton with modelled language          Emphasise key words          Pause between sentences          Use of widget cards          Adult to commentate alongside the child playing.          Opportunities to play games using instructions such as touch your head, touch your toes etc.          Share books with repetitive phrases</p>	<p><b>Vocabulary</b></p> <p>answer, explain, now, next, after, before, what, where, why, how, when...</p>	<p><b>Pedagogical Considerations</b></p> <p>Barrier games          Opportunities to answer questions.          Opportunities to share ideas.          Opportunity to apply understanding independently in the environment.          Opportunities to play simple listening games e.g. Simon says...</p> <p>Share books from other cultures; sometimes using books from other languages gives opportunities for children who are EAL to show the understanding of stories.</p> <p>Provide opportunities for children to understand the simple structure of the stories and the main characters of the stories good and bad characters.</p>		
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## Progression Map: Communication and Language