



Northampton Primary Academy Trust Reception - 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, 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. **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Listening, Attention and Understanding				
Knowledge and Skills to be Taught	Understand how to actively demonstrate listening behaviours. Understand why listening is important. Understand the purpose of a question. Listen carefully to rhymes and repeated refrains in stories paying attention to how they sound. Begin to demonstrate the skills for a two-way conversation.	Develop confidence to talk in front of groups/the class. Listen to stories to build familiarity and identify who the character, the setting and structure of a story is (beginning, middle and end) Listen to and use observation and prediction skills. Listen to and begin to identify prepositions and instructional language.	Skills to provide an explanation on ideas, knowledge learnt, and books read. Use the vocabulary for storytelling, play and writing. Ask and respond to a variety of question types.	Pupils should be taught to: * listen and respond appropriately to adults and their peers * use relevant strategies to build their vocabulary * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * participate in discussions, presentations, performances, role play, improvisations and debates * consider and evaluate different viewpoints, attending to and building on the contributions of others
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i>	Adults continuously modelling. Listening / observation games Speaking & Listening intervention groups Use of visuals - picture cues to help children to understand and follow instructions i.e., visual schedules. Use of school music scheme School strategy for stop and listen e.g., clapping, bells. Rhymes, poems and songs Simon Says	Quieter children supported to participate 1:1, group and then in class. Read and re- read books at story time. Story mapping, story stones/cards, drama for writing for story retelling Following instructions	Following instructions Observation skills Link questioning skills with giving an explanation see Understanding the World	
Key Vocabulary <i>These are key words and phrases that children need to know and understand.</i>	Stop, Listen, Look Simple instructional vocabulary - sit down, stand up, line up. Question words – who, where, what, when, why, how. Instruction Explain			

<p>Ongoing throughout the year</p> <p><i>These are suggestions only and must be personalised by each setting.</i></p>	<p>All adults to model language, support children by repeating and rephrasing their sentences and model specific vocabulary. Inviting role-play area and provocations for learning. Adult led and peer conversations in small groups and 1:1. Scaffolding of key vocabulary for children needing additional support Music teaching timetabled at least once a week. Reading 1:1 to an adult at least once a week to include, once past the blending stage, questions about comprehension and understanding using the questions from the six domains of reading. Storytime to include micro drama to demonstrate comprehension. Use of a variety of fiction and non-fiction books Recap on vocabulary previously taught and make connections into new contexts. Children with EAL and children who are working below age related expectation to have language interventions. Children who are less confidence to take participate in interventions i.e., Lego Therapy Introduce rewards/stickers for great questions on the carpet time. Strategies for asking children to listen, ‘track the speaker’ (age appropriate, also some children will not be able to give eye contact) Strategies for asking children to stop and listen “Hands on top, everybody stop” (or school own alternative e.g., bells) Provide parents information about the week so that they can ask their children about it.</p>			
<p>Assessment Checkpoint</p> <p><i>i.e., a child on track will do this by the end of each term</i></p>	<p>Able to answer a direct question. Join in at story time e.g., repeated refrains. Able to follow a two-part instruction.</p>	<p>Can answer questions. Maintain concentration in group sessions. Hold a two-way conversation with peers and adults. Use taught vocabulary in context. Introduce a storyline and story language in their play</p>	<p>Early Learning Goal</p> <ul style="list-style-type: none"> - 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. 	

“Within the EYFS profile the ELG for Communication and Language and for Literacy must be assessed in relation to the child’s competency in English” - Taken from 2021 EYFS Profile Handbook

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Speaking				
Knowledge and Skills to be Taught	Understand the purpose of a question and ask questions. Answer questions using yes or no (link to Literacy) Can use social phrases – good morning, afternoon, please, thank you. Join in singing, rhymes and repeated refrains in stories. Begin to learn skills for a two-way conversation.	Speak in a full sentence clearly and use conjunctions. Understand the purpose of a question and ask appropriate questions. Begin to ask who, what, where, when how and why questions Talk about who the characters are, the setting and structure of a story (beginning, middle and end) Observation and prediction skills linked to learning. Retell stories. Develop skills to build confidence to speak in front of the class/groups. Develop the skills to hold two-way conversations	Use of taught vocabulary in storytelling, play and writing. Ask who, what, where, when how and why questions Develop skills to initiate and sustain a conversation, staying on topic for a prolonged period.	Pupils should be taught to: * listen and respond appropriately adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) *consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i>	Adults continuously modelling and teaching in role during carpet sessions. Listening and response games Rhyming games Speaking and Listening groups Use of visuals - picture cues to help children to understand and follow instructions i.e., visual schedules. Use of school music scheme Observation skills game Speech assessments and interventions e.g., NELI or Wellcomm Non-fiction books to support knowledge and vocabulary	Quieter children supported to participate 1:1, group and then in class. Read and re- read books at story time. Story mapping, story stones/cards/bags/sacks/spoons Drama for Learning for story retelling Non-fiction books to support knowledge and vocabulary.	Story mapping, story stones/cards/bags/sacks/spoons, Drama for Learning to re-tell a story. Following instructions Observation skills Give an explanation and apply questioning skills directly to Understanding the World topics.	
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Social etiquette: Good morning, good afternoon, please, thank you, my turn, your turn. Rhyme Question words – who, where, what, when, why, how Instruction Explain Fiction, story, non-fiction, information Use of taught vocabulary in taught contexts and making new connections			
Ongoing throughout the Year <i>These are suggestions only and must be personalised by each setting.</i>	All adults to model language, support children by repeating and rephrasing their sentences and model specific vocabulary. Inviting role-play area and provocations for learning. Adult led and peer conversations in small groups and 1:1. Scaffolding of key vocabulary for children needing additional support Music teaching timetabled at least once a week. Reading 1:1 to an adult at least once a week to include, once past the blending stage, questions about comprehension and understanding using the questions from the six domains of reading. Storytime to include micro drama to demonstrate comprehension. Use of a variety of fiction and non-fiction books Recap on vocabulary previously taught and make connections into new contexts. Children with EAL and children who are working below age related expectation to have language interventions.			

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<p>Assessment Checkpoint <i>i.e., a child on track will do this by the end of each term</i></p>	<p>Is beginning to answer open ended questions. Join in at story time e.g., repeated refrains. To speak in full sentences of 4-6 words or above Uses conjunctions such as and, because. Results of speech assessments and interventions e.g. NELI or Wellcomm</p>	<p>Can answer a question or give reasons for an idea. Hold a two-way conversation with peers and adults. Use taught vocabulary in context. Introduce a storyline and story language in their play.</p>	<p>Early Learning Goal</p> <ul style="list-style-type: none"> - 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.

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