



**LITTLE BOWDEN PRIMARY SCHOOL EYFS CURRICULUM for COMMUNICATION and LANGUAGE
PRIME AREA**

Educational Programme for 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.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

Autumn

Learn to Listen:

Daily story times start from day one. Start to build the expectation that children will sit, by first teaching them where to sit.

Model how to sit in a circle.

Set out behaviour expectations for circle sitting and reinforce positive models of this.

Start with short periods of time i.e. 2-3 minutes, then get up and move. Refocus the group on sitting back down where you want them to sit and then allowing them to move away.

By the end of the Autumn term this should have built to 10 minutes for the vast majority for a story.

Follow active listening skills, look at the speaker, don't interrupt, sit nicely, think about what they are saying.

Learn to actively listen:

Start each teaching activity with "Now we are going to..." and ask children to repeat this back to you.

Children are taught to copy a simple repeating pattern e.g. clapping, with two or three sounds at a time that they need to listen carefully to and then repeat.

Children are taught to play simple sound response games.

Adults in the setting should engage children in stories with repeated refrains and children should be taught how to anticipate, then follow, the pattern.

Children should be taught to turn take in listening and repetitive games.

	<p>Children should listen to and repeat simple Nursery Rhymes. Children should be encouraged to answer simple questions from a shared text.</p> <p><u>Following instructions:</u> Children should be taught to follow a simple series of instructions. Start with one at a time, i.e. in PE in the hall or out in the playground. Give one simple physical/gross motor instruction, model and ask children to complete the instruction. Reinforce and model good examples. Build the sequence to at least three tasks, eventually working towards the language of first, next, then. Start giving instructions in circle time, play singing games e.g. 'put your finger on your nose..', 'wind the bobbin'up' and 'Simon says.' Model the actions or responses by adult or by children who are getting the hang of it. Build the game until the children can follow a set of three instructions that are given to them e.g. jump then spin then sit. Use classroom systems and routines to support following instructions e.g. line order, carpet places, tidying routine.</p>
<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Autumn Term:</u> <u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none">*Understanding why listening is important.*Sit for a short period of up to 5-10 minutes as appropriate.*Listen to and repeat a range of simple sound/rhythm patterns.*Successfully join in a story with a repeated refrain.* Listening to and following an instruction.*Following instructions provided they are not over-engaged in their own choice of activity.*Listen to and carry out a series of up to three instructions.

	<ul style="list-style-type: none"> *Being able to verbalise the set of instructions back to an adult to show understanding. *Listening to stories with increased attention and recall. *Asking and responding to 'why' questions. *Showing interest in the lives of other people or events. *Listening to one another in one-to-one or small groups. *Showing interest in non- fiction books.
SPRING	<p>Children should be taught how to behave appropriately when going into larger group settings such as Infant Singing, Infant Assembly etc.</p> <p>Daily story time should be used to build concentration and listening ability of the vast majority of children.</p> <p>Children should be taught an increasing number of traditional nursery rhymes and poems that can be learned off by heart.</p> <p>Adults should model finding rhyming words or picking them out of a shared text when they occur.</p> <p>Children should learn a story to re-tell using actions and repetitive language.</p> <p>Children should be asked to answer questions about a story and give a reason.</p>
ASSESSMENT:	<p><u>Learning to be secure by the end of Spring Term:</u></p> <p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none"> *Knowing that they need to be quiet and concentrate when listening. *Maintaining attention, concentrating and sitting quietly during appropriate activities; *Listening to a whole story from beginning to end; *Responding to instructions involving a two-part sequence; *Listening and responding to ideas expressed by others in conversation and discussion;

	<p>*Remembering key points from a story without needing prompts; Spotting and using a rhyming word in a text, song or story *Showing specific interest in a non-fiction book linked to a topic or theme.</p>
SUMMER	<p>Time listening to a story should be built up to 15 minutes, including a question time. Adults should focus on why and how questions, which require an explanation or choice.</p> <p>A question time relating to a whole group text should be added to the beginning and the end of story time, encouraging children to predict ahead, check their predictions and reflect on what they have heard.</p> <p>Identify rhyme in texts.</p> <p>Extend vocabulary by identifying and collecting new and exciting words as a class.</p> <p>In readiness for being in Year One, children should now be attending whole school assembly and events. Adults should ask them questions afterwards to ascertain what they understood and remembered from the session.</p> <p>If ready, children will participate in a celebration assembly for their parents to watch.</p>
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Summer Term:</u> <u>Children achieve the ELG.</u></p>

ELG: Speaking

Children at the expected level of development will:

- 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.

Autumn

Children should be taught to take turns when speaking. First of all through the adult modelling who's turn it is to speak, then allowing children to make decisions about turn taking, such as using concrete objects to hold while speaking. Practise with single word contributions i.e. counting round the circle or says the sounds/alphabet and then followed by short sentences or phrases.

When talking 1;1, children should be taught to face the person they are talking to, through modelling and focussed instructions.

Children should be taught the appropriate speed and volume to talk to someone near to you to ensure they can communicate effectively. This includes working to correct children when they talk too fast, encouraging them to speak alongside the adult to show them the appropriate speed.

	<p>With the volume of a normal face to face speaking voice, children should be taught how vocal sounds can be made louder and softer. They should be taught how to make the volume of their voices change either way.</p> <p>Children should respond to simple questions about what they have learned or what they will be learning e.g. what did you make in the creation station? What did you use to construct your rocket?</p> <p>Small 'talking groups' such as shared fruit time, with an adult and discussion focus can be effective opportunities for speech.</p>
<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Autumn Term:</u> Children should be working at a level which sees them:</p> <ul style="list-style-type: none">*More confidently participating in small group and whole class discussions, most being able to take turns when contributing to a simple circle discussion, responding when asked or indicated by an adult.*Being able to have a 1:1 conversation face to face at an appropriate speed and volume. <p>Expanding their vocabulary to include new words related to topic or theme.</p> <ul style="list-style-type: none">• Continuing to use new vocabulary when the topic or theme has ended.• Asking questions to understanding.• Retelling a simple past event in the correct order;• Using talk to connect ideas, explaining what has happened and anticipating what might happen next,

	<p>recalling and reliving past experiences;</p> <ul style="list-style-type: none">• Using talk in pretending that objects stand for something else in play, e.g. this ruler is my sword.
Spring	<p>Build on last term's learning by playing turn taking games, pass the parcel, speaking when holding the 'magic stone' etc.</p> <p>Adults model using the past tense when doing whole class discussions, using the term 'went' initially and extend to time phrases 'yesterday, last week.</p> <p>Children are taught to put first two, then when appropriate three things in order of when they happened in time i.e. creating a simple visual timetable or two or three pictures from a story using the past tense - correct modelling from the adult.</p> <p>Children should be taught to use the vocabulary of time when sequencing events or pictures - first, next, then.</p> <p>When talking in the past tense, children should be corrected with their basic tense grammar choices. This needs to be modelled by adults working in the setting - the adults MUST make sure they are using the grammatically correct version of tense i.e. 'I was eating' not 'I were eating' etc.</p> <p>Children should be taught to reflect on activities that they have done, starting to structure a narrative of</p>

	<p>their experiences. This should start with things done in the immediate past, then build on to encompass events from their earlier lives. Bringing in objects or photographs can support this abstract concept. Children should have the consistency of their tense choice addressed by adults who listen to and participate in their conversation.</p> <p>Children should be encouraged to actively link simple sentences in speech with a range of basic conjunctions. This is NOT about teaching children conjunctions, this is about linking smaller part sentences with key words to expand their speech.</p> <p>Adults model the use of explanations for how and why things happen in stories as part of group and whole class teaching time. They begin to ask pupils why questions when observing and interacting in self-directed learning. Daily stories should now have time at the end or during the story for adults to ask 'why' questions. Adults model the answer in whole sentences, showing how to start with answer words such as 'because.'</p> <p>Expand to 'how' questions to check on the children's understanding of the story.</p> <p>Ask 'how' and 'why' questions while children are involved in their continuous provision.</p>
<p><u>ASSESSMENT:</u></p>	<p><u>Learning to be secure by the end of Spring Term:</u></p> <p><u>Children should be working at a level which sees them:</u></p> <ul style="list-style-type: none">- Using new vocabulary in different contexts- Asking questions to learn more about an event or a task.

	<ul style="list-style-type: none"> - Using complete sentences more regularly. - Using language to imagine and recreate roles and experiencing in play situations; - Linking statements and sticking to a main theme or intention; <p>Being mostly able to use the correct grammatical language when speaking in the past and present tense and most will be able to maintain consistency with tense, with some support.</p> <p>Being able to sequence pictures and events into a simple time sequence.</p> <p>Being able to explain an idea/concept/activity that they have done in the immediate or more distant past in a sequence of grammatically correct (or mostly correct) sentences.</p> <p>Being able to link two or more simple sentences with a small range of conjunctions, such as 'and' 'then' 'next' etc.</p> <p>Being able to listen to, understand and answer simple 'how' and 'why' questions. They will be learning to answer in full grammatically correct sentences, often starting with 'because...'</p> <ul style="list-style-type: none"> - Using talk to organise, sequence and clarify thinking, feelings and ideas.
Summer	<p>Building on work from last term, children should revise using the past and present tense.</p> <p>Adults need to model the correct grammatical features of the future tense. Having been asking questions about what children will be doing throughout the year. Adults will now be modelling and scaffolding all children to respond in full, grammatically correct sentences i.e. What tools will you be using in the sand</p>

area? The expected response will be - I will be using. This must be grown as an expectation and reinforced positively when children model it correctly.

Adults encourage children to string their sentences together during circle time to form a narrative. Using link questions such as then what? So, what happened next? Why do you think this happened?

During continuous provision activities, adults encourage children to expand on their explanations using the above link questions. Give the children time to reflect and recall the narrative, modelling it for others and adults must explain why it was effective, using correct past tense phrases.

Adults model how the children can ask 'how' and 'why' questions. Structure the responses initially, enabling children to correctly formulate these questions ensuring they are pertinent to the content of the story or non-fiction text read.

Expand the range of opportunities for pupils to ask questions - make it part of daily classroom routines in such times as circle times, show and tell, story time etc.

Encourage children to ask questions to other children during reading, circle time etc. Reinforce the correct use of question words.

Encourage children to explain choices and reasons using extended sentences - 'and' 'because'. When discussing a text extend this further by asking for predictions, always encouraging the children to justify ideas based on their understanding of the story.

ASSESSMENT: Learning to be secure by the end of Summer Term:

	<u>Children achieve the ELG.</u>
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