

EYFS PRIME AREA: COMMUNICATION AND LANGUAGE

Intent: To develop the spoken language and vocabulary of pupils to enable them to access all areas of learning. Through conversation, questioning and modelling, children will be able communicate effectively with people around them.

By the end of nursery (based Development Matters) most children will be able to:

- Listens when somebody else is talking
- Talk in sentences using 4-6 words
- Begin to extend some sentences using and or because
- Talk about the future and past with increasing accuracy around tense
- Answer simple why questions
- Asks questions to find out more
- Participate and respond in small group discussions or 1:1 interactions

- Listens to and talks about stories to build familiarity and understanding
- Retell a story using some exact repetition and some of their own words

By the end of reception (ELG) most children will be able to:

- Listening, attention and understanding**
- 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
- Speaking**
- 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.

COMMUNICATION AND LANGUAGE: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
Nursery Listening, attention and understanding	Listen and respond when they are spoken to by an adult. Listen to and identify sounds from the indoor and outdoor Explore instruments for listening and response skills Sit still, listen and join in for rhymes, stories or register routine Follow a simple single instruction	Answer questions in a small group situation linked to well-known stories. Answers are becoming more appropriate to the question Listen for a growing length of time in a small group Follow a simple two step instruction	Understand why questions. Listen and maintain attention for a growing length of time as a class Give greater detail in answers Follow a more complex set of instructions
Nursery Speaking	Answer the register. Talking one to one with a key adult. Repeating key vocabulary modelled. Begin to understand the conventions of talk and response	Start a conversation and continue to turn take. Use talk to organise themselves and their play Communicate to meet needs Communicate for a purpose Use a wider range of appropriate vocabulary	Retell well-known stories and sing a repertoire of rhymes. Name a story that they like and say why
Reception Listening, attention and understanding	Take turns in a group and class situation Listen with intent to other people when they speak Give reasons for their answers Identify main characters in a story	Ask own relevant questions to find out more (who, where, why) Use story language and subject specific language in context to answer questions	Use talk to help work out problems and organise thinking. Explain how things work and why they might happen. Answer how do you know questions Sequencing events and words in sentences to describe detail
Reception Speaking	One to one and small group discussions around direct teaching areas. Focus on speaking in sentences. Develop social phrases	Sharing own ideas and opinions. Articulate their ideas and thoughts in well-formed sentences	Connect ideas using a range of connectives. Opportunities to offer own ideas and explanations Speaking in more complex sentences.