



EYFS Communication and Language Curriculum

EYFS Communication and language Educational Programme		Reference to KS1 English Programme of Study			Links to our St. Gabriel's EYFS Curriculum Goals	
<p>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.</p>		<p>Spoken language - Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</p>			<p>To become a Confident Communicator who can listen carefully, converse with friends and adults, confidently share thoughts, opinions and feelings and have an ever-growing bank of vocabulary</p>	
Progression of learning/skills in the area of Communication and Language						
	Learning/skills prior to Reception	End of Autumn	End of Spring	End of Summer		Essential learning/skills prior to Year 1
Listening, Attention and Understanding	<p>Follow two part instructions e.g. Get your coat then your water bottle</p> <p>Sit and listen for a short while in a large group</p> <p>Answer a simple question about a story e.g. Whose porridge did Goldilocks enjoy?</p> <p>Sequence up to three pictures to retell a story/event</p> <p>Join in with repeated parts of a story e.g. 'Run, run, as fast as you can...'</p> <p>Understand/use prepositions</p> <p>Listen attentively and respond to what is heard</p> <p>Wellcomm assessment – expected at level 8</p>	<p>Follow instructions involving two parts</p> <p>Be able to sit and listen for up to 10 minutes and engage with the learning taking place</p> <p>Sequence an event/story with up to 3 pictures</p> <p>Join in with repeated parts of a story</p> <p>Follow instructions involving a proposition e.g. stand behind your chair, put the cup under the table etc.</p> <p><u>Wellcomm level 7</u></p> <p>Understand 'many' and 'few'</p> <p>Understand 'long' and 'short'</p> <p>Understand 'why' questions without picture support</p> <p>Understand 'first' and 'last'</p> <p><u>Wellcomm level 8</u></p> <p>Understand 'when' questions</p> <p>Sort pictures into correct categories</p> <p>Understand the concept 'after'</p> <p>Understand a target sentence e.g. the monkey kissing the girl is big</p> <p>Understand the concept 'either'</p>	<p>Be able to sit and listen for longer in class</p> <p>Sequence a story/event with up to 4 parts</p> <p>Understand what has been read by responding appropriately (link to reading comprehension)</p> <p>Understand the purpose of a question</p> <p>Begin to ask appropriate questions to find out information</p> <p><u>Wellcomm level 9</u></p> <p>Know which day comes after Saturday</p> <p>Understand a target sentence e.g. the girl is fed by the monkey</p> <p>Understand the emotion word 'anxious'</p> <p>Understand the phrase 'get your skates on'</p> <p>Know what happens next in a situation</p>	<p>Be able to sit and listen for longer in a range of situations e.g. class carpet times, story times and whole school worship</p> <p>Understand what has been read by responding appropriately (link to reading comprehension)</p> <p>Ask appropriate questions of others</p> <p>Ask others questions</p> <p>Engage in back-and-forth conversation</p>	<p>ELG</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Listening and Attention:</p> <p>Consistently and independently follow instructions containing 2-3 parts (Mrs Mackley's magic wishes)</p> <p>To be able to ask relevant questions and be able to respond appropriately to teacher asked questions</p>
	Speaking	<p>Retell a past event e.g. something that has happened to us</p> <p>Speak in 4-6 words+</p> <p>Confidently communicate with children and adults</p> <p>Clear pronunciation of most/all sounds</p> <p>Wellcomm assessment – expected at level 8</p>	<p>See vocabulary progression document for vocabulary taught throughout the year</p>			<p>ELG</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>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</p>