

## 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
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.			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.			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
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	Follow two part instructions e.g. Get your coat then your water bottle  Sit and listen for a short while in a large group  Answer a simple question about a story e.g. Whose porridge did Goldilocks enjoy?  Sequence up to three pictures to retell a story/event  Join in with repeated parts of a story e.g. 'Run, run, as fast as you can'  Understand/use prepositions  Listen attentively and respond to what is heard  Wellcomm assessment – expected at level 8	Follow instructions involving two parts Be able to sit and listen for up to 10 minutes and engage with the learning taking place Sequence an event/story with up to 3 pictures Join in with repeated parts of a story Follow instructions involving a proposition e.g. stand behind your chair, put the cup under the table etc.  Wellcommlevel_7 Understand 'many' and 'few' Understand 'long' and 'short' Understand 'why' questions without picture support Understand 'first' and 'last' Wellcommlevel_8 Understand 'when' questions Sort pictures into correct categories Understand the concept 'after' Understand a target sentence e.g. the monkey kissing the girl is big Understand the concept 'either'	Be able to sit and listen for longer in class Sequence a story/event with up to 4 parts Understand what has been read by responding appropriately (link to reading comprehension) Understand the purpose of a question Begin to ask appropriate questions to find out information  Wellcomm level 9 Know which day comes after Saturday Understand a target sentence e.g. the girl is fed by the monkey Understand the emotion word 'anxious' Understand the phrase 'get your skates on' Know what happens next in a situation	Be able to sit and listen for longer in a range of situations e.g. class carpet times, story times and whole school worship Understand what has been read by responding appropriately (link to reading comprehension) Ask appropriate questions of others Ask others questions Engage in back-and-forth conversation	ELG 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	Listening and Attention:  Consistently and independently follow instructions containing 2-3 parts (Mrs Mackley's magic wishes)  To be able to ask relevant questions and be able to respond appropriately to teacher asked questions
Speaking	Retell a past event e.g. something that has happened to us  Speak in 4-6 words+  Confidently communicate with children and adults  Clear pronunciation of most/all sounds  Wellcomm assessment – expected at level 8	See vocabulary prog  Volunteer ideas, thoughts and answers in small group situations  Use recently introduced vocabulary in activities and in play Speak in more than 6 words  Respond appropriately to questions asked by adults  Wellcomm level 7  Use comparatives e.g. longer Give an opposite word Use the pronouns 'his' and 'her' correctly Use because to join sentences Wellcomm level 8  Use prepositions 'in front' and 'behind' Use emotion words 'angry' and 'scared' Answer 'why' questions correctly Remember and copy what you say Use the correct word ending e.g. est	Volunteer ideas, thoughts and answers in large group situations Use recently introduced vocabulary in activities and in play Build on attained speaking skills  Wellcomm level 9 Say the days if the week in order Repeat seven word sentences correctly Label categories correctly Understand and explain the phrase 'ants in your pants' Use the future tense 'will'  Helicopter Stories (C&L, Literacy & EA&D) Begin to use story language Develop confidence in talking in front of the class Begin to understand the structure of stories Use speech when taking on the role of a character Say what might happen next in a story Develop oracy: speaking confidently, appropriately and sensitively	Volunteer ideas, thoughts and answers in large group situations Use recently introduced vocabulary in activities and in play Ask appropriate questions of others Build on attained speaking skills Engage in back-and-forth conversation  Helicopter Stories (C&L, Literacy & EA&D) Use story language Develop confidence in talking in front of the class Understand the structure of stories Use speech when taking on the role of a character Develop oracy: speaking confidently, appropriately and sensitively Orally develop own story	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, nonfiction, 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	Spoken Language (English):  Participate in discussions, listening to others and taking turns to speak, responding accordingly to what has been said  Speak in grammatically accurate sentences e.g. suffixes –ing and –ed past and present tense, singular and plural  Begin to use newly encountered vocabulary in conversation