



Daven Primary School Early Years Curriculum - Communication and Language

What we want to children to know and be able to do:			
Age	2-3 Years- Nursery	4 Years - Nursery	4-5 Years - Reception
Knowledge and Skills:	<ul style="list-style-type: none"> • Use simple talk to make their needs and wants understood. • Listen, understand & respond to simple instructions - get shoes, sit down etc. • Identify familiar objects and people using words. Ask for things by naming. • Joining simple language-based routines such as greetings. • Begin to sit, listen and join in with short group-based activities. • Use single words and phrases during play. • Enjoy songs, music & toys that make sound. 	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Sing a large repertoire of songs. • Use talk to organise themselves and their play. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Start a conversation with an adult or a friend and continue it for many turns. • To be able to sit and listen in small and large groups for short periods of time. • Understand that we take turns to talk and begin to wait until others have finished. 	<ul style="list-style-type: none"> • Learn rhymes, poems, and songs, pay attention to how they sound. • Continue to learn new vocabulary and use it in their talk. • Develop social phrases – how are you, excuse me etc. • Sit and listen on the carpet for increasing lengths of time. • Engages in story time and listening carefully. • Retells familiar stories using some story language and structures beginning, middle and end. • Comfortable sharing ideas with a partner once modelled.
	<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, using pictures to help. • Begin to offer missing words to rhymes. • Begin to say how they are feeling, using words as well as actions – sad, happy, angry, hungry, tired etc. • Recognise and show objects when asked. • Listen to other people's talk with interest. • Make themselves understood. 	<ul style="list-style-type: none"> • Use longer sentences of four to six words. • Increasingly use vocabulary they have been introduced to through stories and interactions. • Enjoy listening to longer stories and be able to talk about what happens in stories. • Pay attention to more than one thing at a time. • Know many rhymes & can talk about familiar books. • Use talk to talk about their past experiences. 	<ul style="list-style-type: none"> • Beginning to use vocabulary learnt in different contexts with increasing accuracy. • Starting to articulate their ideas and thoughts in well-formed sentences. • Describes events in some detail. • Uses talk to work out problem and organise thinking. • Knows how to be a good listener- look, quiet, ask questions etc. • Able to speak confidently in a small group.
	<ul style="list-style-type: none"> • Use intonation, pitch & changing volume. • Start to develop simple conversation skills by continuing back and forth interactions for several turns. • Copy modelled play phrase "my turn next" etc. • Develop pretend play e.g.: 'drive a car'. • Understand and act on longer sentences. • Understand simple questions about 'who', 'what' and 'where'. 	<ul style="list-style-type: none"> • Develop communication with increasingly accurate use of irregular tenses and plurals. • Develop pronunciation of most sounds and multi-syllabic words. • Express a point of view & debate when they disagree using words as well as actions. • Use a wider range of vocabulary. • Be able to listen as part of a large group for up to 5 minutes. 	<ul style="list-style-type: none"> • Enjoys non-fiction and discusses the knowledge and vocabulary used in the book • Can ask questions to find out more and to check their understanding. • Hold conversations with sustained back and forth question and comments. • Use talk to plan, problem solve and hypothesise. • Use the past, present and future tense well. • Use conjunctions and connectives to join ideas.
Key Vocabulary:	Listen, song, story, rhyme, talk, who, what, where.	Please, thank you, hello, goodbye, question, why, my turn, your turn, share.	Retell, conversation, because, so, if, but, first, next, then, finally,



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What will be explicitly taught:	<ul style="list-style-type: none">• How to follow single step instructions through requests, songs, games etc.• Teach nursery rhymes.• Names of areas and activities: role play area, construction area.• Model how to make and talk about choices.• Read stories, ask questions to clarify understanding, model answers.• How to answer using words and gestures such as pointing.• Model listening skills.• Model key phrases taking turns and during group activities.• Introduce feeling words- through stories and play.• Model conversation skills with other adults, toys and stories.• Model and commentate upon their imaginative games.• Ask who, what, where questions.	<ul style="list-style-type: none">• Read stories regularly, checking comprehension and prompting recall and ordering of events.• Introduce new vocabulary, adults to seek opportunities to use in interactions.• Teach new songs and regularly revisit old favourites.• Provide opportunities for children to follow two-step instructions through requests, daily routine and games.• Ask why questions.• How to wait for your turn to talk in a group.• Model accurate use of tenses and plurals, repeat correctly children’s attempts.• Use prompts to encourage children to extend sentences and offer more information.• Opportunities for debate, disagreeing through drama, stories etc.• Model conversation skills with other adults, toys and stories. <p>Utilise opportunities for children to talk about their play.</p> <ul style="list-style-type: none">• Daily routines that encourage children to listen in small and then larger groups.	<ul style="list-style-type: none">•Stories from Pathways to Write.•Nursery rhymes, stories with repetition, traditional tales.•Discussing the similarities and differences we see in a fiction and non-fiction book.•Questions and prompts- explicitly writing keywords and discussions on meanings, having a go at using it within play or in context.•How to be a good listener.•How to take turns talking and listening with a partner.•Use modelled stem sentences to create own.•Model using new vocabulary from stories learnt within the role-play corner.•Using visual timetable to show what is first, next and after.•Alliteration from stories and texts.•Using picture cue cards for open discussions about an object (promoting new vocabulary)•Showing, talking and reading fiction and non-fiction books, discussing the similarities and differences.•Voice 21 discussion models
Provision:	<ul style="list-style-type: none">• Story books with puppets, dolls, resources for retelling, story sacks, puppets etc, objects that rhyme• Musical instruments, toys that make a sound.• Feelings masks, mirrors, books, telephones, walkie talkies.• Role play and heuristic objects/loose parts. that can be used imaginatively.• Resources and games that require turn taking board games, balls to throw/roll.• Visual timetables, traffic lights etc. Visual cues of good listening behaviour.• High quality 1:1 interaction with adults during provision.• Key worker small group times.• Greeting large group times.		<ul style="list-style-type: none">• Vocabulary: on working wall, role-play corner, tuff trays, writing tables, maths table, outdoors.• Sequencing: pictures from stories, sequencing puzzle, ordering numbers, letters etc.• Rhyming books and puzzles/games indoors.• Small world, small world accessories and role-play.• Books with models and dolls to retell.