

## Grove Vale EYFS - Communication and Language

### Early Learning Goal

#### 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.

#### 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.

### Educational Programme

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.

### Development Matters - Reception

Children in reception will be learning to:	Examples of how to support this:
Understand how to listen carefully and why listening is important.	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."
Learn new vocabulary.	Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"
Children in reception will be learning to:	Examples of how to support this:
Use new vocabulary through the day.	Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour — I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?" Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.
Ask questions to find out more and to check they understand what has been said to them.	Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when

	<p>questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</p>
<p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."</p> <p>Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."</p>
<p>Connect one idea or action to another using a range of connectives.</p>	<p>Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."</p> <p>Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</p>
<p>Describe events in some detail.</p>	<p>Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week..." Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"</p>

Children in reception will be learning to:	Examples of how to support this:
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'
Develop social phrases.	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
Engage in storytimes.	<p>Timetable a storytime at least once a day.</p> <p>Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.</p>
Listen to and talk about stories to build familiarity and understanding.	Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!" Link events in a story to your own experiences. Talk about the plot and the main problem in the story. Identify the main characters in the story, and talk about their feelings, actions and motives. Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters.
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Make familiar books available for children to share at school and at home. Make time for children to tell each other stories they have heard, or to visitors

Use new vocabulary in different contexts.	Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found." Explain new vocabulary in the context of story, rather than in word lists.
Listen carefully to rhymes and songs, paying attention to how they sound.	Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don't make complete sense. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.
<b>Children in reception will be learning to:</b>	<b>Examples of how to support this:</b>
Learn rhymes, poems and songs.	Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once — upon — a — time."
Engage in non-fiction books.	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home.
<b>Skills and Knowledge</b>	

Autumn	
Listening, Attention and Understanding	Speaking
<p>Follow directions when not involved in an activity.</p> <p>Responds to simple instruction (eg get up, put this away).</p> <p>Understands the use of different objects (scissors for cutting, pencils for writing).</p> <p>Shows understanding of prepositions –(under, on top, behind) by carrying out an action.</p> <p>Begins to understand how and why questions.</p> <p>Follow a single instruction when asked.</p> <p>Answer recall questions about stories or fact files.</p> <p>Listen to what others say and answer questions.</p> <p>Respond to a 2-part instruction.</p>	<p>Joins in with rhymes and key phrases in stories.</p> <p>Able to use and, because to link thoughts.</p> <p>Retell simple past event in correct order (eg went down slide, hurt finger).</p> <p>Able to explain what is happening and anticipate what might happen next.</p> <p>Uses a range of tenses.</p> <p>Able to name objects that are used.</p> <p>Able to talk about people that are important to them.</p> <p>Use talk in pretending objects stand for something else in play (eg This box is my castle).</p> <p>Talk through what they want to do with an adult and sequence the stages together.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organize, sequence and clarify thinking ideas, feelings and events.</p>
Spring	
Listening, Attention and Understanding	Speaking
<p>Listens to others when they share their learning or tapestry projects and ask appropriate questions.</p> <p>Follow a story without pictures or props.</p>	<p>Uses vocabulary linked to learning (word of the day, topic words).</p> <p>Link statements and stick to a main theme or intention (sharing of tapestry project).</p> <p>Introduce a storyline into their play.</p>

<p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention — can listen and do for short span.</p> <p>Predict what might happen next in a story.</p> <p>Identify patterns to stories — what often happens to the good and wicked characters.</p> <p>Understand humour eg nonsense rhymes and jokes.</p> <p>Responds to instructions involving a two-part sequence.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
Summer	
<b>Listening, Attention and Understanding</b>	<b>Speaking</b>
<p>Listens carefully to stories and anticipates key events.</p> <p>Able to listen and respond (eg yoga).</p> <p>Children listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Able to follow instructions involving several ideas or actions.</p> <p>Answer how and why questions about their experiences, stories or events.</p> <p>Explain effect (why did it sink? — because it was heavy).</p> <p>Speculate (what if the bridge falls down?).</p>	<p>Join in imaginative play and role play.</p> <p>Act out scenarios in character.</p> <p>Able to make relevant comments and ask appropriate questions.</p> <p>Able to respond to what someone says even when engrossed in another activity.</p> <p>Answer how and why questions about their experiences, stories or events.</p> <p>Express themselves effectively.</p> <p>Use past, present and future tenses when talking about past or future events.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>

<p>Draw conclusions — eg its gone dark, its going to rain.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Can answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>
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