

Leighton Academy Early Years Curriculum – Communication and Language

What we want to children to know and be able to do:			
Age	2-3 Years Nursery	3-4 Years Nursery	4-5 Years Reception
Knowledge and Skills:	• Use single words and phrases during play. • Listen, understand & respond to a simple instruction, e.g.: “give to nanny” or “stop”. • Enjoy songs, music & toys that make sounds. Focus on an activity of own choice. • Listen to simple stories and understand what is happening, using pictures to help. • Identify familiar objects and properties. • Recognise and show objects when asked. • Listen to other people’s talk with interest. • Make themselves understood. • Begin to say how they are feeling, using words as well as actions. • Use intonation, pitch and changing volume. • Start to develop simple conversation skills. • Develop pretend play e.g.: ‘drive a car’. • Understand and act on longer sentences. • Understand simple questions about ‘who’, ‘what’ and ‘where’.	• Enjoy listening to longer stories and remember much of what happens. • Pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Sing a large repertoire of songs. • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Develop communication with increasingly accurate use of irregular tenses and plurals. • Use longer sentences of four to six words. • Develop pronunciation of most sounds and multi-syllabic words. • Express a point of view & debate when they disagree using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	• Learn rhymes, poems, and songs • Enjoys non-fiction and discusses about the vocabulary used in the book • Retells familiar stories using some story language. • Engaged in story time and listening carefully. • Develops social phrases e.g. Can I play? • Beginning to use new vocabulary throughout the day. • Can ask questions to find out more and to check their understanding. • 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. • Using vocabulary learnt in different contexts • Listen to and talk about selected non-fiction books to deepen knowledge and learn new vocabulary
Key Vocabulary:	<i>Sing, book, pages, turn, stop, listen, speak, talk, happy, sad, angry, scared, nervous, looking, point, parts of the body, days of the week, why, question words.</i>		Author, illustrator, front cover, blurb, please thank you Can I have ...? I would like ...I think ... I feel ...I see ...why? how? what? where? when?
	• How to follow single step instructions through requests, songs, games etc. • Teach nursery rhymes. • Names of areas and activities: role play area, construction area.	• Read stories regularly, checking comprehension and prompting recall and ordering of events. • Introduce new vocabulary, adults to seek opportunities to use in interactions. • Teach songs for nativity.	• Nursery rhymes, stories with repetition, traditional tales. • Discussing the similarities and differences we see in a fiction and non-fiction book.

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<i>What will be explicitly taught:</i>	• 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. • 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.	• Provide opportunities for children to follow two-step instructions through requests, daily routine and games. • Ask why questions. • 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. • Utilise opportunities for children to talk about their play.	• Questions and prompts- explicitly writing keywords and discussions on meanings, having a go at using it within play or in context. • 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. • How to play. What’s in the box? • 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.
<i>Provision:</i>	• Story books with puppets, dolls, resources for retelling, story sacks, puppets etc, objects that rhyme • Musical instruments, toys that make a sound. • Feelings Teddy 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		• Vocabulary: on working wall, role-play corner, tuff trays, writing tables, maths table, outdoors. • Nursery rhyme pictures outside and indoors. • Sequencing: pictures from stories, sequencing puzzle, ordering numbers, letters etc. • Rhyming books and puzzles/games indoors. • Small world, small world accessories and role-play corner using images of family, buildings, Halloween etc. • What’s in the box? Recording tin, animals, objects that make sounds, puppets.