

## Communication, Language and Literacy Overview of Key Documents 2021

### Communication and Language

EYFS ELG <u>End of Reception</u>	Birth to 5 Matters 2021 (Non-Statutory Guidance) <u>Range 5</u>	Development Matters 2020 (Non-Statutory Curriculum Guidance) <u>Nursery 3 – 4 years</u>	Birth to 5 2021 (Non-Statutory Guidance) <u>Range 6</u>	Development Matters 2020 (Non-Statutory Curriculum Guidance) <u>Reception</u>
<p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and forth exchanges with their teacher and peers</li> </ul>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> <li>Listens to familiar stories with increasing attention and recall</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>Is able to follow directions (if not intently focused)</li> </ul>	<p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul>	<p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>
	<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understands use of objects (e.g. Which one do we cut with?)</li> <li>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li>Beginning to understand why and how questions</li> </ul>		<p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>Able to follow a story without pictures or props</li> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as who; why; when; where and how</li> </ul>	
<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>Able to use language in recalling past experiences</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>Uses talk to explain what is happening and anticipate what might happen next</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li> <li>Use longer sentences of four to six words.</li> <li>Be able to express a point of view and to</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>Uses language to imagine and recreate roles and experiences in play situations</li> <li>Links statements and sticks to a main theme or intention</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Introduces a storyline or narrative into their play</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Engage in story times.</li> </ul>

- Questions why things happen and gives explanations. Asks e.g. who, what, when, how
- Beginning to use a range of tenses (e.g. play, playing, will play, played)
- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle

debate when they disagree with an adult or a friend, using words as well as actions.

- Can 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."

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Use new vocabulary in different contexts

## Literacy

Literacy				
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<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul>
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	<p><b>Word Reading (This is not a separate section in Birth to 5))</b></p> <ul style="list-style-type: none"> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> </ul>	<p><b>Word Reading (This is not a separate section in Birth to 5))</b></p> <ul style="list-style-type: none"> <li>• Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example</li> <li>• Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds</li> </ul>	<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> </ul>

			<p>to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <ul style="list-style-type: none"> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes,</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>