

## St Clare's EYFS Communication and Language Key Knowledge and Skills

Educational Programme		
<p>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, storytelling 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.</p>		
Nursery	Reception	ELGs
Enjoys listening to stories and can remember most of what happens	Listens to longer stories and is able to explain what is read to them, answering questions	<p><b>Listening, Attention and Understanding</b> 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</p> <p><b>Speaking</b> 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.</p>
Understands 'who', 'what', 'where' and 'when' questions	Understands 'how' and 'why' questions	
Can listen for short periods of time	Can listen to their friends and adults for prolonged periods of time	
Beginning to focus their attention for longer periods of time	Can shift their focus between two things at a time	
Follows simple instructions	Follows an instruction with more than two parts	
Sings a large repertoire of songs/ nursery rhymes	Can recite rhymes, poems and songs independently	
Able to retell a story in their own words	Retells their own stories	
Uses a range of tenses	Usually speaks using the correct tense	
Speaks in 4-6 word sentences	Articulates their ideas and thoughts in well-formed sentences, using connectives	
Can articulate what they do and don't like	Uses talk to organise thoughts and help work out problems	
Starts a conversation with an adult or friend and continues it	Has a long conversation, switching from topic to topic and describes events in some detail	
Uses talk within their own play	Uses new vocabulary within conversations and their play	
Observation check points:		

**Around the age of 3:**

Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

**Around the age of 4:**

Is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”

Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.”

Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?

Can the child answer simple ‘why’ questions?