**EYFS Communication & Language A close-up of a logo

Description automatically generated**

**at West Kidlington Primary School - Cycle A and Cycle B**

***Statutory Requirement***

*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*

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| Five square speech bubbles in colorCommunication & Language | **Nursery** | **Reception** | **YEAR 1/2** |
| **Cycle A & B** | WellcommNeli Nursery Colourful Semantics  Makaton  Book club  **Listening and Understanding**  Identifying sounds in the environment  Listening walks less obvious sounds in nature  Listen and contribute in small group discussions recall what was said  Comment on talk ‘round and about’ a book/ picture  Increase vocabulary  Ask questions  Enjoy listing to and hearing rhyming words  **Speaking**  Join in with small groups discussions  Interact with adult and children using words.  Hold to-and-fro conversation  Use new vocabulary  Talk about stories rhymes and poems  Find out what unfamiliar words mean  Use words to share their thoughts and needs  Begin to speak in a larger group  Respond to requests using fuller sentences  Use talk to build relationships | Neli Reception  Colourful Semantics  Helicopter stories  **Listening and Understanding**  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**  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 | National Curriculum  Pupils should build on the oral skills that have taught in preceding year. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.  Cross curricular link English  Book talk  Partner talk across all subjects  Reading and comprehension  Cross curricular Singing for key vocabulary  Days of the week song  Months of the year  Maths songs  Key vocabulary within topics |