**EYFS Communication & Language **

**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 NurseryColourful SemanticsMakatonBook club**Listening and Understanding**Identifying sounds in the environmentListening walks less obvious sounds in natureListen and contribute in small group discussions recall what was saidComment on talk ‘round and about’ a book/ pictureIncrease vocabulary Ask questionsEnjoy listing to and hearing rhyming words**Speaking**Join in with small groups discussionsInteract with adult and children using words.Hold to-and-fro conversationUse new vocabularyTalk about stories rhymes and poemsFind out what unfamiliar words meanUse words to share their thoughts and needsBegin to speak in a larger groupRespond to requests using fuller sentencesUse talk to build relationships | Neli ReceptionColourful SemanticsHelicopter 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 EnglishBook talkPartner talk across all subjectsReading and comprehensionCross curricular Singing for key vocabularyDays of the week songMonths of the yearMaths songsKey vocabulary within topics |