

Communication and Language

EYFS Statutory Educational Programme: 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.

Listening, Attention and Understanding	Additional St Benet’s stepping stones to challenge:	Speaking	Additional St Benet’s stepping stones to challenge:
<p>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>Begin to listen and respond appropriately to adults and their peers. - Begin to join in with discussions about a text, taking turns and listening to what others say. - Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</p>	<p>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>	<p>Begin to recite familiar poems. Begin to articulate and justify answers. Begin to describe and explain for different purposes, including for expressing feelings. Begin to participate in discussions and presentations, performances, role play, improvisations and debates. To begin to retell familiar stories in increasing detail.</p>

	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<p>Understand a question or instruction that has two parts.</p> <ul style="list-style-type: none"> - Understand ‘why’ questions. - Develop their communication, but may continue to have problems with irregular tenses and plurals. - Develop their pronunciation but may have problems saying; some sounds: r, j, th, ch, and sh; multi-syllabic words. 	<p>Use longer sentences of four to six words.</p> <ul style="list-style-type: none"> - Be able to express a point of view and to debate when they disagree with an adult or a friend, 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.

Reception

- Understand how to listen carefully and why listening is important.
- Engage in story times.
- Ask questions to find out more and to check they understand what has been said to them.
- Develop social phrases
- Learns new vocabulary
- Uses new vocabulary throughout the day

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs

- Listen to and talk about stories to build familiarity and understanding.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- 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.