

Curriculum Coherence- EYFS Prime Area of Learning: Communication and Language			
<p>Previous Learning: During their time in Nursery, most children will be able to:</p> <p>Listening and attention</p> <ul style="list-style-type: none"> • Listens to stories, songs and rhymes and asks for favourites. • Shift attention to explore a self chosen line of enquiry. • Listens and attends to a dialogue in a small group of 3 or more children. • Anticipates key events and phrases in rhymes and stories. • Listens to others and stories in small groups. 		<p>Understanding</p> <ul style="list-style-type: none"> • Respond to choices and show an understanding of an experience or event. • Can describe an action or experience in the present tense. • Follows instructions without visual clues. • Can describe how they carried out an activity or made a model. <p>Speaking</p> <ul style="list-style-type: none"> • Able to tell their own short story or anecdote. • Making requests when choosing resources and activities. • Can answer simple questions about themselves. • Can make plans and describes them to others. 	
<p>INTENT</p> <p><u>To provide children with opportunities within our provision to develop on their stage of learning in order to meet or exceed the Early Learning Goal.</u></p> <p>Development Matters Statements</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> • Use of red home learning journals to support children in talking to the class, in small groups, in pairs and with an adult about their experiences outside of school. • Continuous assessments to identify children making the slowest progress and those needing additional support with speech and language and communication. • Lift off to Language, communication toolkit and Theraplay used as interventions to support communication and language. • Explicit modelling communication skills. • Sign4- phonics, mathematics, feelings and storytelling used to support children's language comprehension. • Ensuring opportunities for children to achieve EYFS Communication and Language outcomes are promoted as much as possible in all learning areas and planning in the moment is used to enhance learning experiences and follow the interests of the children. • Songs, poems, rhymes, non-fiction and stories are a part of everyday practice as well as 	<p>IMPACT</p> <p><u>Children meet the Early Learning Goals in Communication and Language</u></p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, 	

<ul style="list-style-type: none"> • 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>reading age appropriate, language rich books to children, that are above the accessibility of the reading ability of children in the class to expose children to a range of vocabulary, to support their language comprehension.</p> <ul style="list-style-type: none"> • Adult interactions are ensuring children are supported in making progress in their next stage of development within Communication and Language. Adults are ensuring the '3Ms' during their interactions. • Communication friendly spaces • When possible, continuing our visits to Oak Manor. 	<p>offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • 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>Links PSED: Communication skills PD: Games involving turn taking and sharing. Reading: Stories, songs and poems. Books linked to PSED and communication. Storytelling. Writing: Describing marks made Maths: Reasoning Understanding of the world: Expressing understanding of experiences, surroundings and events. Expressive arts and design: planning and describing models and art. Singing. Performing narratives in role play and small world. Sign4- phonics, mathematics, feelings and storytelling used to support children's language comprehension. Characteristics of effective learning, PSED skills and values to be promoted through communication to support children's SMSC understanding.</p>		
<p>Next steps in learning: Those working beyond the ELGs may:</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). 		



- Consider and evaluate different viewpoints, attending to and building on the contributions of others ☐ select and use appropriate registers for effective communication.