

Communication and Language Knowledge Sequencing

Intent

Communication and Language skills play a crucial role in the success of future learning and underpins all seven areas of learning in the EYFS. It is vital that it plays a fundamental part of our EYFS curriculum . Children need strong oral skills to be successful in forming relationships, social communication and literacy skills, as well as all other aspects of their learning. Our intent is to form the foundations for language and cognitive development from an early age to allow children to be able to access their learning and environment to the maximum potential. We want children to develop holistically and have the communication, social and academic skills that they need to move through life and succeed together!

Substantive Knowledge

Children learn how to listen with increasing sustained attention during their time in the EYFS; they hear a wide range of well thought out stories, poems, songs and music and have the opportunity to develop rich, ambitious vocabulary based on meaningful interactions. Children learn how to communicate with adults and peers and articulate themselves.

Disciplinary Knowledge

Children at Alderman Cogan's CE Primary Academy are spoken to with ambitious language and vocabulary. This allows them to put their new words and knowledge into action and use is on a daily basis. They use words from our curriculum learning and from our Fab Five stories in context. Children use their social communication to build successful relationships with peers and adults in the setting. Children have a voice and they know it is heard and have plentiful opportunities to speak up, perform and use their voices and can practise their skills, embedding them for the future.

Nursery

Communication and Language is a key priority in the Early Years and is developed throughout children's time at Nursery through our language rich environment; staff have time for the children and develop high quality interactions. Communication skills are developed through daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Helicopter stories, phonics, assemblies, small group sessions, snack time and everything else that happens in the day from the moment that they enter school to the moment that they leave! Children leave Nursery with a love of stories and keen to listen to what the teacher says next! They have developed focus and can begin to sit for longer periods of time, ready to take on the challenges of Reception. They are confident to ask questions if they are not sure.

Receptive Language

Listening

Know stories and by talking about them will remember them. Answer questions to show knowledge learnt through good listening.
Respond to others, knowing what has been said to them.

Attention

Knows what has happened from paying attention in increasing situations.

Knows and uses a large repertoire of songs, rhymes and stories.
Knows how to respond to others and knows how to keep a conversation going.

Understanding

Knows and responds to what has been asked of them, with 1 part instructions

Shows understanding by answering questions about what they have done or read.

Knows their own minds and has an opinion about some things that are important to them.

Expressive Language

Learn and use new words.

Talks about books, knows and re-tells some longer stories. Knows how to use some tenses and plurals correctly and developing speech sounds.

Using full and longer sentences.

Reception

Communication and Language is a key priority in the Early Years and is developed throughout with our language rich environment; staff have time for the children and develop high quality interactions. Communication skills are developed through daily group discussions, gardening

sessions, check in circles, PSHE times, phonics, stories, singing, speech and language interventions, Helicopter stories, EYFS productions, collective worships, daily reflections, small group work, weekly interventions and everything else that happens in the day from the moment that they enter school to the moment that they leave!

Children in Reception build on the knowledge learnt in Nursery and prepare children for Year 1. They know a range of stories and having a good understanding of a range of books that they can relate to their own lives. They are confident to talk in group situations, they have a broad, rich vocabulary and use a wide range of words in context. They are able to articulate and make themselves heard whilst responding to a range of situations appropriately. They have refined their listening skills and they are ready for the longer focus sessions in Year 1. They listen, engage, ask questions as well as ask them. Knowledge and skills has been re-visited and built upon throughout Early Years and children are ready to extend their journey.

Receptive Language	Expressive Language
<p>Listening Know that they need to listen and know why this is important and will help them. Listen and respond to peers and know how to use communication to keep play going. Can continue rhyme and alliteration. Makes comments to show their own knowledge and holds relevant back and forth conversations.</p> <p>Attention Know detail about stories or events because they have paid attention. Listens and engages with story times.</p> <p>Understanding Knows the answers to questions about what they have been learning about/reading/doing. Asks questions to clarify their own knowledge and understanding. Relates their own lives to stories. Shows an understanding of different types of books and knows what fiction/non-fiction are and how we would use these books.</p>	<p>Knows a variety of new vocabulary and use this in context. Articulate ideas through spoken sentences. Knows how to connect ideas using connectives. Knows how to use detail to describe events/stories. Shares knowledge and ideas in larger group sessions. Knows how to offer explanations and express ideas and feelings. Knows how to use tenses and plurals correctly uses most speech sounds.</p>