

# **St Charles' Catholic Primary School**

## **Early Years**

### **Communication and Language**

## **Reception**

## St Charles' Catholic Primary School

### Communication and Language Overview

Communication and language are viewed as core skills and are promoted across the curriculum.

Vocabulary focus on planning to ensure children are exposed to wide ranging vocabulary that is linked to learning, emotional literacy and social phrases.

Language rich environment which includes displays, areas of learning, curiosity cubes and spoken language.

Books, rhymes and songs central to our practice and promoted in adult led learning and play.

Targeted whole class, group or individual interventions to support progress in physical development.

Staff as speech and language role-models - modelling, extending, questioning and conversating.

Progressive continous provision curriculum planning that builds on children's interests.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.  
Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum

Characteristics of Learning  
Our provision promotes engagement, motivation and thinking.

Parents as Partners  
We include parents in their child's communication and language development through including them when learning about families and inviting them in to school to share their experiences as well as online learning journals.

Enabling Environments  
Carefully planned organised and engaging environments to support independent learning through play.



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.

#### ***Statutory Framework***

## Reception – Communication and Language Listening, Attention and Understanding

Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Year 1 –Year 6 National Curriculum
<p><b>Range 4-5</b></p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p><b>Range 6</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in storytimes Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>ELG: Listening, Attention and Understanding</b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p><b>English</b></p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>

Adults Role	Learning Environment
<p>Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."</p> <p>Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."</p> <p>Show genuine interest in knowing more: "This looks amazing, I need to know more about this."</p> <p>Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</p> <p>Read and re-read selected stories.</p> <p>Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character.</p> <p>Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!"</p> <p>Link events in a story to your own experiences.</p> <p>Talk about the plot and the main problem in the story.</p> <p>Identify the main characters in the story, and talk about their feelings, actions and motives.</p> <p>Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.</p> <p>Practise possible conversations between characters.</p> <p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p> <p>Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.</p> <p>Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.</p> <p>Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.</p> <p>Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response.</p> <p>When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time."</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.</p> <p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>	<p>Make the books available for children to share at school and at home.</p> <p>Language rich environment that promotes communication and language skills by sharing books and activities with them.</p> <p>Reading areas both inside and outside.</p> <p>Role-play continuous provision linked to what the children know (home-corner) and linked to over-arching themes (outside).</p> <p>Environment that creates wonder and encourages communication and language skills e.g. curiosity cubes and real life objects. This will encourage them to ask questions.</p> <p>High-quality picture books are a rich source for learning.</p> <p>Set up a listening area where children can enjoy rhymes and stories.</p> <p>Use the outdoor area to promote listening activities.</p> <p>Ensure quality role-play areas that encourage speaking and listening.</p> <p>Use timers and games that encourage increased attention in continuous provision.</p> <p>Plan continuous provision linked to class stories so children can demonstrate that they have listened.</p> <p>Set up displays, curiosity cubes and activities that remind children of what they have experienced, using objects, artefacts, photographs and books.</p> <p>Create role-plays and activities that allow children to demonstrate their knowledge and understanding e.g linked to topic – hospital role-play.</p> <p>Display key questions and words around curiosity cube and topic displays.</p>

Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.

Model being a listener by listening to children and taking account of what they say in your responses to them.

Cue children, particularly those with communication difficulties, into a change of conversation, e.g. 'Now we are going to talk about...'

For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question.

Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one.

Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady...go!'

Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low.

Explain why it is important to pay attention when others are speaking.

Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully.

When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-KKaty".

Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape.

Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.

When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...

Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.

Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.

Draw conclusions: 'The sky has gone dark. It must be going to rain' explain effect: 'It sank because it was too heavy'

Predict: 'It might not grow in there if it is too dark'

Speculate: 'What if the bridge falls down?'

Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> <li>▪ Can talk about how to listen and why it is important</li> <li>▪ Can ask questions to find out more</li> <li>▪ Can ask questions to check understanding</li> <li>▪ Can maintain concentration and attention for an age appropriate activity</li> <li>▪ Understands what is expected of them at carpet time and can maintain focus for an age appropriate amount of time</li> <li>▪ Can make comments, actions or answers questions about a story that has been read to them</li> <li>▪ Can listen and talk about rhymes and songs</li> <li>▪ Can hold a conversation with another child or adult, understanding that they must listen and respond to the other person</li> <li>▪ Develops vocabulary and understanding through non-fiction books</li> <li>▪ Can follow instructions e.g. put your bag away and sit down on the carpet. Can independently play a game after listening to instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is able to sit and listen to the teacher during carpet time and can share the rules of good listening</li> <li>▪ Asks a range of questions to find out more e.g. why, how</li> <li>▪ Asks questions and comments to confirm understanding</li> <li>▪ Shows age appropriate concentration</li> <li>▪ Stops and listens when the teacher asks for the classes attention</li> <li>▪ Is able to answer simple questions about a story e.g. who, what. Links a story to their own experiences. Joins in repeated refrains</li> <li>▪ Listens, joins in with and is able to discuss the meanings of songs and rhymes</li> <li>▪ Are able to listen to others and respond appropriately, knowing when it is their turn to speak in a conversation</li> <li>▪ Uses new vocabulary to share understanding e.g. the insects use their antenna to feel</li> <li>▪ Is able to follow instructions containing more than two parts</li> </ul>

## Reception – Communication and Language Speaking

Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Year 1 – Year 6 National Curriculum
<p><b>Range 4-5</b></p> <p>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. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Use longer sentences of four to six words. 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: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p><b>Range 6</b></p> <p>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. 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. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>ELG: Speaking</b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> </ul>	<p><b>English</b></p> <p>Listen and respond appropriately to adults and their peers. 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.</p>



Adults Role	Learning Environment
<p>Use complete sentences in your everyday talk.</p> <p>Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</p> <p>Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."</p> <p>Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"</p> <p>Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."</p> <p>Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"</p> <p>Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</p> <p>Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about.</p> <p>Listen carefully to see if I have things in the right order: 'last week...'</p> <p>Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"</p> <p>Read and re-read selected stories.</p> <p>Show enjoyment of the story using your voice and manner to make the meaning clear.</p> <p>Use different voices for the narrator and each character.</p> <p>Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!"</p> <p>Link events in a story to your own experiences.</p> <p>Talk about the plot and the main problem in the story.</p> <p>Identify the main characters in the story, and talk about their feelings, actions and motives.</p> <p>Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters.</p> <p>Make familiar books available for children to share at school and at home.</p> <p>Make time for children to tell each other stories they have heard, or to visitors.</p> <p>Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found."</p> <p>Explain new vocabulary in the context of story, rather than in word lists.</p> <p>Select traditional and contemporary poems and rhymes to read aloud to children. Help</p>	<p>Set up a listening area where children can enjoy rhymes and stories.</p> <p>Language rich environment that promotes communication and language skills by sharing books and activities with them.</p> <p>Reading areas both inside and outside.</p> <p>Set up collaborative tasks, for example, construction, food activities or story-making through role-play.</p> <p>Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</p> <p>Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</p> <p>Display key questions and words around curiosity cube and topic displays.</p> <p>Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.</p> <p>Outdoor play themed around core texts might lead to the children creating their own 'hunts' and inventing their own rhymes.</p> <p>Set up collaborative tasks, for example, construction, food activities or story-making through role-play.</p> <p>Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</p> <p>Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</p> <p>Display key questions and words around curiosity cube and topic displays.</p>

children to join in with refrains and learn some verses by heart using call and response.

When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time."

Select traditional and contemporary poems and rhymes to read aloud to children. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.

Model high quality language to children.

Correct language by saying a model sentence back to them using the corrected word not directly correcting them.

Give time for children to initiate discussions from shared experiences and have conversations with each other.

Give thinking time for children to decide what they want to say and how they will say it.

Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.

Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.

Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.

Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?". At the same time, respond sensitively to social conventions used at home.

Show children how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" in your interactions with them. Model language appropriate for different audiences, for example, a visitor.

Value children's contributions and use them to inform and shape the direction of discussions.

Use St Charles Curriculum vocabulary to introduce children to new vocabulary linked to learning.

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> <li>Can learn and use new vocabulary</li> <li>Uses new words learnt through curriculum in their play</li> <li>Can ask questions to find out more</li> <li>Can ask questions to check understanding</li> <li>Can articulate their ideas and thoughts in well-formed sentences.</li> <li>Can use connectives to extend sentences</li> <li>Uses talk to share their own experiences and feelings, describing events in detail</li> <li>Can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>When in conversation or answering questions sticks to theme or intention</li> <li>Can create a narrative to explain their role-play</li> <li>Can use past, present and future forms correctly</li> <li>Can use talk to make links between their learning and experiences</li> <li>Can use social phrases</li> <li>Can make comments, actions or answers questions about a story that has been read to them</li> <li>Can listen and talk about rhymes and songs</li> <li>Can retell stories with detail from text and some in their own words</li> <li>Develops vocabulary and understanding through non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of age appropriate words linked to their experiences and play</li> <li>After being taught new vocabulary linked to learning, they use in speech e.g. when learning about different types of homes they share that igloos are made of ice</li> <li>Asks a range of questions to find out more e.g. why, how</li> <li>Asks questions and comments to confirm understanding</li> <li>When talking uses complex sentences linked to theme or intention</li> <li>Uses a range of connectives such as because and but to extend their sentences and make meaning clear</li> <li>Shares their experiences with others e.g. what they did on the weekend. Can talk about how they feel in simple terms e.g. 'I feel excited to go to PE'</li> <li>When sharing their ideas and work they are able to talk about the process that they have been through or question how things work</li> <li>Answers questions appropriately. When talking about a subject remains focused on topic and does not deviate</li> <li>Shares a narrative about their role-play e.g. 'We are climbing the beanstalk to find the giant!'</li> <li>Uses the correct tense most of the time for past, current and future events.</li> <li>Is able to talk about learning and experiences, making links e.g. when learning about animals shares that they saw the animal when they went to the zoo.</li> <li>When entering school says good morning to the teacher</li> <li>Makes comments, actions or answers questions about a story that has been read to them</li> <li>Listens and talk about rhymes and songs</li> <li>Is able to retell familiar stories – using text from the stories e.g. repeated refrains</li> <li>Uses new vocabulary to share understanding e.g. the insects use their antenna to feel</li> </ul>