

EYFS Communication & Language Overview

Early Learning Goals:

ELG: Listening, Attention and Understanding	ELG: Speaking
<p>Children at the expected level of development will:</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>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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.

Assessing a Knowledge Rich Curriculum:

Skills : Listening, Attention and Understanding	Skills : Speaking
<p>To communicate clearly. To listen to others. To respond appropriately. To understand body language and tone of voice. To choose a good time to talk. To listen and ask questions. Can elaborate on ideas.</p> <p>To share ideas . Respect other opinions. Demonstrate active listening skills.</p>	<p>To communicate clearly, To articulate sounds clearly. To begin to use correct grammar. To request things politely</p> <p>To contribute to a conversation. To offer an explanation. To express open opinions and ideas. Talk one at a time. Be able to say why you think what we think. Ask each other 'why' think flexibly and generate ideas.</p>
Knowledge	Knowledge
<p>Understand how to listen carefully and why it is important. Listen carefully to rhymes and songs and paying attention to how they sound. Learn poems rhymes and songs.</p> <p>Engage in story time. Engage in non fiction books</p> <p>Engage in satortimes. Listens and talks about stories to build familiarity and understanding. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Learns new vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different context. Articulate their ideas and thoughts in well formed sentences. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 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 explain how things work and why they happen. Develop social phrases.</p>

What does it mean?

Babies are born ready and willing to communicate. They depend on interactions with others to become confident and effective communicators and language users. Within the first three years of life children have laid the foundations of communication and language proficiency. Language also begins to guide and support their thinking and emotional development and underpins their emerging literacy. From birth to five their skills develop through a series of identifiable stages which can be looked at in three strands – Listening and Attention, Understanding and Speaking. Not all children will follow the exact same sequence or progress at the same rate, but it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.

Possible Enrichment:

Providing children with awe and wonder opportunities to inspire talk and language. Hold a conversation with our friends who are older - visit to the local care home and chat with our elderly pen pals. Invite our local nursery friends into school to watch us perform a show and mingle with them afterwards, supporting them with asking questions. To have interesting objects within the provision for children to notice. To enable free exploration of interests with planned vocabulary building.

Resources:

A range of interesting artefacts available within the classroom to promote discussion. Adults engage in sustained shared thinking to promote vocabulary. Children encouraged to talk about interesting events throughout the day - camp fires. Children given chance to wonder, elaborate and pause for thought. Adults promote a 'wait time' before taking an answer. Thoughtful questions adults that prompt connections between ideas and extend understanding.

SMSC:

- **Spiritual** By appreciating the beauty of language. By exploring how stories, songs and poetry makes them feel. Talking about why they have a particular opinion or thought. In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'
- **Moral** By thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. By considering different perspectives.
- **Social** By exploring new words and their meanings. By supporting conceptual and language development through solving conflicts and finding resolutions to their problems. By providing opportunities for talk in a range of settings.
- **Cultural** By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' By providing opportunities for pupils to engage with texts from different cultures

British Values:

- **Democracy** within the early years this is all about making decisions together. We support children to understand that their views count and they should express them. We value each other's feelings and talk about how we feel.
- **Rule of law** is about understanding rules, managing children's feelings and behaviour. To help this, we help them understand right from wrong, making sure that we have a clear behaviour management system with rewards.
- **Tolerance of other religions.** We create an environment that is inclusive, respecting, views, faiths, cultures and races. We engage with the wider community. Actively involved with parents, grandparents, and cultural celebrations.
- **To promote mutual respect we promote sharing and respecting opinions.** Creating an ethos of inclusivity and tolerance where views and cultures are valued and children are engaged with the wider community.
- **Individual Liberty** – children have freedom for all, focusing on people, communities, self-confidence and awareness. Children need to have a positive sense