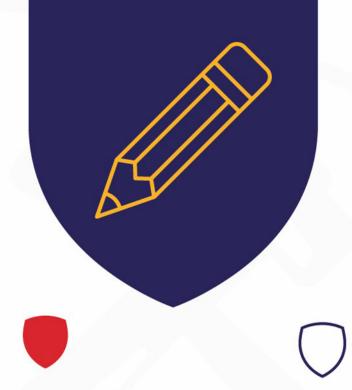




Communication and Language





#### Educational Programmes: 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 languagerich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with Communication new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging and Language 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. Spring 1 Spring 2 Summer 2 Autumn 1 Autumn 2 Summer 1 Listening, Attention and Understanding Demonstrate 'focusing Listen to familiar Demonstrate 'two-Follow instructions Understand humour Demonstrate within rhymes and 'integrated attention' by being able stories with channelled and directions to focus and refocus their increasing attention attention' by without any visual iokes. attention' by attention by themselves. maintaining focus shutting out and recall. prompts or cues. Knowledge and Skills on an activity but Listen and respond unwanted and Listen to others in one-Join in with also listening to unrelated Demonstrate active to ideas expressed to-one or small groups. what is being said listening during by others. repeated refrains information and without stopping. and anticipate key conversations concentrating only Listen to familiar stories events and phrases through eye on what is in rhymes and with increasing attention. Respond to contact and nonnecessary. instructions with stories. verbal responses. Understand the use of Follow a story more complex objects. without pictures or Show elements. understanding of props. prepositions such as under, on top, behind.

Speaking Knowledge and Skills	that ar  Confid point c and se four to	e familiar to them.  ently express a of view using words ntences involving six words.  onversations with around them.	Understand and respond appropriately to 'what' questions.  Retell a simple past event in correct order.  Use talk in pretending that objects stand for something else in play.	Understand and respond appropriately to who, when and where questions.  Use intonation, rhythm and phrasing to make the meaning clear to others.	Understand and respond appropriately to why and how questions.  Use talk to explain what is happening and anticipate what might happen next.	Understand a range of complex sentence structures including negatives, plurals and tense markers.  Express ideas confidently using past and present tense in extended sentences.	Introduce a storyline or narrative into their play.  Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
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# Implementation

- Signal when you want children to listen through the use of the 'team stop' signal.
- Regularly link listening with learning, promoting and modelling active listening skills.
- Identify new vocabulary before planning activities across all areas of learning and continuous provision.
- Model words and phrases relevant to the area being taught, deliberately and systematically.
- Ensure that previously taught vocabulary is used repeatedly and reviewed within different contexts.
- All adults must use complete sentences in their everyday talk, and explicitly teach the meaning of new words.
- Use quality stories and books, to focus children's attention on predictions and explanations. Including RWI talk through stories texts.

# **Early Learning Goal**

### Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

#### **Speaking**

Children at the expected level of development will:

- 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.

**Religious Education within Communication and Language:** Religious education in a language-rich environment. Teaching and learning through...wonder, awe, playing, exploring, active learning, creating, and thinking critically.

What will I see and hear to help me understand?	How will I find out more?	What can I do now?	
- Commenting on and echoing back key religious vocabulary about what children have heard, how people believe, celebrate, and live.	<ul> <li>Providing quality conversations and questions with adults and peers about the Catholic faith, other faiths and religions, and from the Bible and religious stories they have heard.</li> </ul>	- Sharing their understanding and what they are wondering about with support.	
- Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns, and prayers.	<ul> <li>Using the Bible and religious stories they have heard in conversation, storytelling, and role-play.</li> <li>Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers, and hymns they have heard and used.</li> </ul>	- Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs.	

# **RELG: Religious Education Learning Goal**

Children at the expected level of development will:

- Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class, school prayer and liturgy.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.

# **Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary.
- Offer explanations for why things might happen, making use of recently introduced key religious vocabulary.
- Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.