



Early Years Curriculum

Communication and Language



What does Communication and Language look like in Early Years at Humshaugh C of E First School?

At Humshaugh C of E First School Communication and Language skills are a high priority. Our aim is for all children to be confident communicators. We aim for them to be able to share their ideas and opinions with others, listen and use talk to solve problems and organise their thinking and so these are key skills that we focus on. We share stories with the children on a daily basis and our curriculum has been developed around these stories developing and embedding vocabulary. Active engagement in storytelling, story making, role play as well as knowing lots of different rhymes and poems in an environment rich in language gives the children opportunities to explore new words and new worlds. We also explore non-fiction books to extend children's knowledge and understanding. The adults support children by introducing new words, developing conversations and helping children to listen carefully. We also focus on specific skills such as following and understanding instructions, developing auditory skills and interacting with others. Adults show the children by modelling appropriate questions and sentences and describing what they are doing. Children with Communication and Language difficulties are identified early and support is given with focussed activities, parents and outside agencies are involved.

Our **2 year old children** have the opportunity to explore quality picture books in greater depth. They join in with key phrases, act out different parts of the story, explore pictures, answer questions, to learn and practise new vocabulary. Books are also shared with parents on a weekly basis so learning can continue at home. We use nursery rhyme puppets and story sacks, as well as stories and rhymes that are shared on the interactive whiteboard daily. Adults support children in their play, modelling appropriate vocabulary, commenting on what the children are doing and extending their language. They listen to children and give them time to answer, building up their confidence with lots of self-esteem and praise. We use non-fiction books to develop opportunities for children to find out about the wider world as well as nurturing individual children's interests and preferences.

Our **3-4 year old Nursery** children build on these skills by a continued focus on planned learning opportunities around a storybook. Children listen to and recall stories as well as making up their own stories. This increases their vocabulary and gives them the opportunity to explore the meaning of new words. We encourage the children to ask their own questions and respond to questions expressing their own ideas and opinions. Songs, rhymes and poems are enjoyed on a daily basis so that children are able to build up a repertoire and make connections to their own lives as well as making links to other stories and the wider world. We support children to develop their Communication and Language skills in their play enabling them to continue conversations and work together to create stories and solve problems.

In **Reception** children continue to develop their Communication and Language Skills by listening to and talking about stories. They develop an awareness of story language and learn to retell familiar stories and make up their own. The children learn a wide range of rhymes, poems and songs. They learn new and specific vocabulary in relation to things that they are finding out about. Children are encouraged to ask their own questions to find out more. They learn how to describe things, explain possibilities and problem solve. We encourage children to connect their ideas and to use complete and varied sentences. We want them to become confident speakers and communicators in lots of different situations.

EYFS Humshaugh C of E First School Curriculum- Communication and Language

| Year group | Skills | Knowledge | Vocabulary | Resources/Books |
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| 2 Year olds | LISTENING AND ATTENTION | | | |
| | Shift their attention to an adult directed task if the adult focuses their attention first. | Have a relationship with familiar adults. Know that adult interaction is interesting or fun. | | Books & props (see Literacy) Puppets Rhymes Pictures Photographs Boogie Mites resources Dancing Doodles resources |
| | Join in with small group listening activities. | | sit down, clap, shake, move, dance, sing, look, listen, hear, sit, copy, hold, make, write, draw, say(person/animal) tell, read, open, close, turn (page,) take turns, share, tidy, play, like. | Enhancements to provision related to topic set up in the environment Inside and outside. |
| | Listen to adults when actively engaged in an interactive activity (e.g. Boogie Mites, Dancing Doodles or an interactive story, song or rhyme) and join in by copying actions, filling in gaps or moving to a steady musical beat. | | | |
| | Take part musical sessions by dancing, marching and using musical instruments alongside music and rhythms. | Know the words of some rhyming stories songs and rhymes , songs and key words or phrases from books | story, nursery rhyme, song (+specific vocabulary related to rhyming story nursery rhyme or song) | Musical instruments Boogie Mites resources Songs and stories on IWB Song bag with objects of reference to choose songs. |
| | Take part in rhyming stories, songs and rhymes. | | | |
| | Listen to stories one to one or in a small group and understand what is happening. | Know what the words book, story, page, turn, picture and writing mean in relation to stories and books. Know what some of the key vocabulary means in familiar stories we share. | book, page, story, picture (+ specific vocabulary related to story) | |
| | Discriminate and name sounds in the environment. | | | Song Lottos, sound walks, listening games, Instruments |
| | Follow instructions at three word-level with familiar vocabulary including action words and select objects by their function. | Know a range of action words and relate them to the function of objects e.g. a book is for reading. | Action words | Action games and rhymes e.g. Simon Says; Here we go round the Mulberry bush. |

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| | <p>COMMUNICATION/SPEAKING Learn new words rapidly and use them in communication.</p> <p>Talk to/communicate with adults and other children.</p> <p>Talk about what they are doing now and also start to express ideas beyond the here and now.</p> <p>Use simple sentences c combining at least 3- 4 main words.</p> <p>Use a range of consonants in speech including k, g, f, s, and y.</p> <p>Use regular plurals and the some pronouns including 'I'</p> <p>Be able to ask a variety of questions e.g. 'What?' 'Where?' and 'Who?'</p> <p>Engage in simple pretend play sequences representing first hand experiences.</p> <p>Enjoy pretend play and start to include play representing familiar situations outside the home (e.g. people who help us).</p> | <p>Have built relationships with familiar adults and children and know that interaction with them is rewarding.</p> <p>Make links between experiences e.g. home and nursery.</p> <p>Know that word be combined Know a range of nouns and verbs</p> <p>Able to hear sounds in words Able to listen and discriminate sounds in words. Imitates sounds or words when adult asks them to copy</p> <p>Knows what the questions 'who', 'what' and 'where' mean.</p> <p>Knows that realistic objects and toys can represent objects from their home setting.</p> <p>Remembers some situations from outside the home e.g. shopping, a visit to the doctor.</p> | <p>Good morning please, thank you, yes, no, more, sorry, play friends names</p> <p>now, here, at home at Gran's house etc</p> <p>I, me, my, mine, you, your, yours, we, ours, boy, girl, he, she,</p> <p>Who, what, where</p> <p>pretend (+Vocabulary relating to specific situation)</p> | <p>Indoors: Home corner Core dressing up clothes and enhanced dressing up related to topic and stories. Story sacks, puppets Dolls house and small world resources. Outdoors: kitchen, shop, workshop and dressing up clothes</p> |
| 3-4 year olds | <p>LISTENING AND ATTENTION Listen to others in conversations in one-to-one or small group situations even if topic</p> | <p>Know we can't all speak at once and that we can take turns to talk.</p> | <p>Listen, talk, quiet, take turns,</p> | <p>Talking recordable buttons Sound Lottos: Sound station with</p> |

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| | <p>not chosen by self</p> <p>Start to listen to others in the big group</p> <p>Take turns to speak and listen.</p> <p>Listen to and join in with familiar refrains from stories.</p> <p>Follow instructions at four-word-level with familiar nouns, verbs, adjectives and position words.</p> <p>Start to understand instructions with two steps.</p> <p>Understand instructions containing words related to time e.g. first, then, last</p> <p>Understand 'wh' questions: who, what, what happened? where, when and simple why questions.</p> <p>COMMUNICATION/SPEAKING Initiate and join in back and forth conversations with my friends and adults.</p> <p>Recall familiar stories and talk about what</p> | <p>Know that they can have a turn in a group if they put our hand up.</p> <p>Know that we need to be quiet to listen to other people sometimes.</p> <p>Knows a wide range of nouns, verbs, adjectives and position words</p> <p>Knows how to listen to a whole instruction before taking action.</p> <p>Knows how to listen to a whole instruction.</p> <p>Know that 'when' relates to time, 'what happened' relates to past events and 'why' relates to the basic reason or immediate cause of something.</p> <p>Know and use an increasing range of vocabulary.</p> <p>Know and use common nouns, verbs</p> | <p></p> <p>What happened? when, why because...</p> <p>See vocabulary identified in Topic for children to hear, see and use.</p> <p>Like, don't like, favourite</p> <p>Why? What happened? because</p> | <p>CD Player & headphones</p> <p>Class Story time, Collective Worship, small group work</p> <p>CD's of action songs & Stories Songs & Rhymes on Interactive White board. Charanga Music Session</p> <p>Story sacks</p> <p>Rhyme and song props</p> <p>Library Books EYFS books: Rhyming stories e.g. 'Oi Frog' Big Books/Floor books</p> <p>Physical activities, PE</p> |
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| <p>they liked/ didn't like. Begin to offer reasons and explanations in response to 'why', and 'what happened' questions.</p> <p>Ordering/ sequencing main parts of familiar stories and discussing what happened.</p> <p>Use clear speech which can be understood by others most of the time.</p> <p>Express ideas including saying what they are going to do and recounting past events in the correct order, beginning to use tenses, correctly.</p> <p>Use longer sentences of 4 to 6 words and link some sentences with and, because etc.</p> <p>Express their own ideas and describe what they can see.</p> <p>Use most personal pronouns correctly</p> <p>Use talk to organise their play-role play, small world or design for construction.</p> <p>Play imaginatively with other children, taking on different roles.</p> | <p>adjectives and position words.</p> <p>Know that why is answered with 'to Understand 'wh' questions why and what happened.</p> <p>Know how first, next or then and last mean in relation to a time sequence. Know some stories well</p> <p>Knows how to form regular past tenses but may not know irregular past tense verbs yet e.g. using 'goed' instead of 'went.'</p> <p>Know and use common nouns, verbs adjectives and position words.</p> <p>Knows what they want to say and knows vocabulary to describe ideas.</p> <p>Knows how to act out a role.</p> | <p>First, then , next, last, in the because</p> <p>First... Once upon a time...then, or next... at the end.</p> <p>See vocabulary identified in Topic for children to hear, see and use.</p> <p>he, him his, she, her, hers, they, them, their, theirs, it, its</p> | |
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| | <p>Begin to be able to tell a longer piece of news or a story, including saying what they are going to do and recounting past events in the correct order.</p> <p>Know and join in with lots of rhymes and songs.</p> | <p>Has built friendships with other children.</p> <p>Know the difference between now, something that happened in the past and something that is going to happen</p> <p>Knows how to link sentences to make a longer narrative using some connectives</p> <p>Know some words which rhyme. Know some rhymes and songs by heart..</p> | <p>And, then, so, but, when</p> | <p>Role play resources inside and outside including: Inside: Topic enhancements to Reading Corner Home corner Dressing up clothes Small world play resources Outdoors: kitchen, shop, workshop and dressing up clothes, Duplo.</p> |
| Reception | <p>Express ideas and feelings, using new vocabulary and a range of tenses.</p> <p>LISTENING Understand how to listen carefully.</p> <p>Listens with increasing interest.</p> <p>Listen to group instructions and complete an activity.</p> <p>Listen to and follow increasingly complex instructions e.g. instructions with two or three steps in them.</p> <p>Listen attentively in the classroom environment responding with actions, comments or questions.</p> | <p>Know why listening is important. Know what behaviours indicate good listening.</p> <p>Know and use social phrases and responses</p> | <p>Who? What? Where? When? Why? How?</p> <p>Describe</p> | <p>Telephones in office and writing area of Home Room Talking Buttons to record messages.</p> <p>Rhymes poems songs Curriculum/Topic Books and enhancements in Reading corner Range of Story books and Non-fiction books. Outdoor Reading Shed, story chair in outdoor classroom.</p> <p>Turn taking games Photographs Pictures</p> <p>Stimulating role play areas Class calendar</p> |

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| | <p>UNDERSTANDING</p> <p>Play 'guessing games' without visual support.</p> <p>Sort objects into subtopics or by a less familiar semantic link.</p> <p>Explain how things work and what might happen.</p> <p>Talk about things from another person's point of view in a more complex way including prediction and empathy e.g. "What might they do next?" or "How might they feel?"</p> <p>Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Begins to understand some humour.</p> <p>Makes links to books, poems and experiences.</p> <p>COMMUNICATION/SPEAKING</p> <p>Be able to follow visual clues.</p> | <p>Taking turns.</p> <p>Beginning to understand the needs of others.</p> <p>Learn rhymes, poems and songs.</p> <p>Have an understanding of tenses and begin to use them correctly.</p> <p>To have an understanding of the passing of time.</p> | <p>What happened, What might happen next? How do we know?</p> <p>Because so, and, then, next First, last week before school</p> <p>Character Plot</p> <p>Once upon a time The end</p> <p>Past tense verbs, Future tense verbs, Present tense verbs Days of the week, Months of the year, Yesterday Today, Tomorrow Last week, Next week</p> | <p>Sequencing cards for stories.</p> <p>A range of interesting and 'real life' objects- including historical, religious and global.</p> <p>Visits from drama groups or musical performers, trips to the theatre.</p> <p>Visual Timetable</p> |
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| | <p>Learn and use new vocabulary and be able to describe different objects and where they are using a wide range of position words (see Maths document)</p> <p>Offer reasons and explanations in response to 'why' and 'how' questions</p> <p>Use talk to organise, sequence and clarify thoughts and ideas.</p> <p>Speak clearly even when using new or longer words.</p> <p>Demonstrate more advanced group conversational skills, expressing thoughts and opinions but also listening and responding to those expressed by others.</p> <p>Learn to use talk to negotiate and compromise.</p> <p>Use connectives to connect an idea or action to another.</p> <p>Describe events in some detail-what has happened.</p> <p>Engage in story times (with or without the assistance of picture books)</p> <p>Be able to talk about characters and plot in familiar stories.</p> <p>Retell stories using props and puppets.</p> | <p>Be able to 'pretend' to be someone else. To begin to be able to change the tone of your voice to represent different characters/ feelings.</p> <p>To know specific language related to role play context.</p> <p>Knows we can't all talk at once. Knows to put their hand up in the big group if they want to speak. Knows not to interrupt others.</p> | | <p>Use of gestures, actions to learn new songs. Hiding games, Tidy up time</p> <p>Visits out in the local community action songs, paired or group games,, role-play and small world activities, story sequencing activities</p> <p>Humorous stories, simple jokes.</p> <p>.</p> <p>Story baskets, puppets etc for retelling stories and taking on characters.</p> |
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| | <p>Use new story and factual vocabulary learnt in new contexts.</p> <p>To be inquisitive and ask questions and make relevant comments. To satisfy curiosity and clarify understanding.</p> <p>Use intonation to add interest to explanations.</p> <p>Use language to support role play.</p> <p>Hold conversations with peers and adults using full sentences, staying on topic, expressing own views and opinions and listening to others' views and opinions.</p> | <p>Know that there are different types of books and where you might find out different types of information.</p> | | <p>Non-fiction books</p> |
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Communication and Language Listening ELGs

Attention and Understanding ELG:

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 ELG:

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.