

Communication and Language

Intent

In Early Years we foster and capitalise on children's instinctive need and desire to communicate by :

- Role modelling the qualities and characteristics of an exemplary communicator
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression
- Engaging children in conversation
- Providing genuine reasons, irresistible provocations and a real purpose to listen and talk
- Valuing the different ways and means that children use to communicate
- Ensuring environments are accessible and supports our EAL and SEN children



Redscope
Primary
School

Implementation

Communication and Language is a fundamental core skill. It is the key to enabling children to achieve and provides the strong foundations for future learning. It is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills. Within the provision adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching e.g. daily group times, snack times and story and rhyme time.

- At the planning stage new and ambitious vocabulary linked to the theme/topic is identified, shared with children and displayed within the environment in the form of pictures, words and phrases acting as visual prompts for adults and children. Every EYFS teacher has attended Word Aware 2 (Early Years) training (Vocabulary Cat).
- In REY/FS1 A Talking Table Bag is used to display intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see.
- In REY/FS1 children with EAL are assessed and started on a computer based EAL programme.
- An Investigation Area is regularly used to pose questions and extend language through observing change, forces, growth and new life.
- Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g. setting up a scenario in the Role Play area such as an accident emergency or party to encourage discussion and problem solving. Adults have a sound knowledge and deep understanding of how children learn to talk. They move fluidly around the environment modelling the qualities of a good communicator and searching for and capitalising on opportunities to engage with children in conversation.
- Language rich environment to encourage discussions between adults and children, where adults can model language and new vocabulary
- Consistent use of circle time to encourage listening to others, taking turns, thinking of their own ideas, and speaking in full sentences.
- Use of story sacks and inviting reading areas to encourage reading and language.
- Use a range of mediums, such as, drama/role play, music, songs and art to inspire language and self-expression.
- Adults to use sustained shared thinking to extend children's vocabulary and learning.
- All staff to demonstrate an understanding of and take responsibility for promoting high standards of English, articulacy and the correct use of Standard English.
- Talk for Writing is a whole school approach to teaching writing that encompasses a three-stage pedagogy: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers). Research suggests that oral language plays a strong role in supporting writing in the early years. The programme supports the production of early written text in writers and oral language skills.

Adults identify early any possible speech and/or language difficulties children may have and after a graduated response of interventions e.g. sound bag, talking tables, Spirals, they are referred to the Speech and Language Traded Service in school. If a programme is recommended then the Speech and Language Teaching Assistant, Alison Felvus, timetables children 3 x per week to deliver their bespoke programme.

Skills 2-3 years

Speaking

- Articulate words containing the speech sounds p, b, m, w for children aged 2
- Pronounce l/r/w/y/f/th/s/sh/ch/dz/j and multi-syllabic words such as banana and computer for children aged 3 years
- Articulate up to 5 words together
- Join in with repeated refrains in stories
- Take turns in conversation with encouragement
- Start to develop conversation
- Join in singing rhymes
- Begin to use intonation

Listening skills

- Listen to simple stories and understand what is happening using picture cues
- Follow instructions containing three key words
- Understand and act on longer sentences e.g. "Make teddy jump"
- Understand simple questions about 'who' 'what' and 'where'

Skills 3-4 years

Speaking

- Articulate and speak clearly but may have problems saying some sounds: r,j,th,ch,sh and multisyllabic words e.g. pterodactyl, planetarium, hippopotamus
- Speak in 4-6 word sentences
- Explain feelings in simple terms e.g. "I am sad because..."
- Express wants and needs, such as asking for particular resources.
- Use simple conjunctions to connect ideas such as 'and' and 'because'.
- Use positional language
- Use a wider range of vocabulary
- Retell a story/ event (not always in the correct order)
- Join in with repeated refrains in stories and rhymes
- Describe
- Recount and retell stories and events
- Offer an opinion
- Sing a large repertoire of rhymes and songs
- Use intonation when speaking and retelling stories
- Take turns in conversation

Listening skills

- Respond to questions and instructions directed to them
- Pay attention to more than one thing at a time
- Follow two part instructions
- Take part in short exchanges with others – listening and responding to adults and peers
- Take turns in conversation
- Listen and respond to songs, rhymes and stories
- Understand questions 'why' and 'how'

Skills 4-5 years

Speaking

- Articulate and speak clearly
- Speak in full sentences
- Articulate and explain ideas/ feelings
- Expands explanations by reasoning e.g. "I think this..... Because....."
- Predicts what will happen in stories/ rhymes/ Events
- Describe using more complex vocabulary and descriptive language e.g. the sea was shimmering
- Recount and retell stories/ events in order
- Offer explanations for why things might happen
- Offer an opinion and give reasons
- Sing rhymes, poems, songs and learn new ones
- Use intonation when speaking (and reading)

Listening skills

- Ask appropriate questions of others
- Respond appropriately in conversation with others
- Adapting and expanding on ideas shared by others
- Remembers some key features of a story without the use of pictures or prompts

Rules of speech

- Past, present and future forms
- Sentences and conjunctions

Impact

By the end of Foundation Stage children will be able to:

- Use different parts of speech in their talk
- Give reasons
- Express opinions, feelings and ideas
- Speak in full sentences
- Ask questions
- Participate in discussions
- Retell in sequence
- Take turns in conversation
- Use a range of vocabulary
- Describe and explain
- Use tenses and conjunctions in conversation
- Make positive relationships

Early Learning Goals

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.