

## COMMUNICATION & LANGUAGE SKILLS –

### WHAT DO WE OFFER

- Quality list of fiction and non-fiction texts for focused learning and story time
- Adult modelling, questioning and conversation
- 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
- Ask open questions
- Model words and phrases
- Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters
- Carpet time and timetabled sessions for attentive listening
- Daily story time and rereading of texts
- Show & Tell/Class Bear
- Vocabulary displayed in classroom and revisited
- Repeat vocabulary regularly & revisit
- Observed interactions between peers
- Scaffold play and conversation with EYFS team
- Daily nursery rhymes and songs to develop vocabulary and extend learning
- Daily class songs in routine
- Use of 'tell me more' to encourage conversation
- Take on different roles in imaginative play, to interact and negotiate with people in longer conversations

### Communication and Language

#### ELG: 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.

#### ELG: 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.

## COMMUNICATION AND LANGUAGE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Listening, Attention &amp; Understanding</b>	<u>Begin to show how to listen and the importance of this.</u> Model and promote good listening skills.	<u>Engage in story time</u> <u>Learn rhymes, poems and songs</u> Christmas Nativity, opportunity to learn rhymes, poems & songs	<u>Build up familiarity with stories</u> Explore traditional tales, story sacks, performances, drama experiences	<u>Ask questions and are able to answer where, who, what, when and then move onto answering how and why</u> Provide lots of opportunities for answering and asking of questions. Modelling by all staff.	<u>Engage with non-fiction books and develop a deep familiarity with new knowledge and vocabulary</u> Use a range of non-fiction books/resources to research facts about dinosaurs. Explore new vocabulary and express understanding of this	<u>Present to peers about something which interests them.</u> Ask pupils with support from parents to plan a presentation about something of interest. Expect pupils to ask questions.
<b>Speaking</b>	<u>Children join in with daily rhymes and sing a large repertoire of songs.</u> <u>Use longer sentences of 4-6 words (check point from age 3-4)</u> <u>Learn new vocabulary.</u> Snack table with curiosity cubes, topic related objects, opportunities to revisit new vocab. Opportunities to share ideas in a small group. Planned talk time with pupils on a 1-1 basis. Planned time with Year 6 buddies to play, share stories and answer questions.	<u>Develop social phrases</u> <u>Describe events in some detail (tenses)</u> <u>Use new vocabulary in different ways</u> Planned weekly 'show & tell' time. Allows for pupils to speak to the class about something which is special to them. Weekly 'Charlie Chimp' travels home, diary completed with parents and then shared in class by pupils. Carpet partners, opportunity for children to verbalise ideas before sharing with class.	<u>Retell stories in their own words</u> Explore traditional tales, story sacks, performances, drama experiences. Recite stories or retell own versions.	<u>Articulate thoughts and ideas into well formed sentences</u>  Plan a journey, discuss in detail and in sequence key events.	<u>Use a range of connectives</u> Provide opportunities to practise connectives and adult model these. Video each other being a reporter, using specific vocabulary in a range of contexts. Check understanding.	<u>Use talk to work out problems and organise thinking and activities</u>  Provide structured problems for children to solve with peers. Encourage communication between others, questions and systematic approaches to solve problems. For example – how to cross the playground without putting feet on the floor.
<b>Experiences</b>	Walk to local shops to buy ingredients for Harvest Soup. Harvest Celebration to parents, singing songs to audience.	Diwali workshop. Learn an Indian dance, paint diva lamp, make rangoli patterns, taste Indian food.	Theatre production in school of a Traditional Tale. Perform with buddies to parents- own version	Journey on a train	Dinosaur experience – excavation dig for bones.	Trip to local farm and strawberry picking