



Purpose of Study

Communication and Language 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging 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.

Aims

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.



Gems (2 year old provision)

Term	Autumn, Spring and Summer	Autumn, Spring and Summer
National Curriculum Subject Content		
Attention and Listening	<ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. <ul style="list-style-type: none"> • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	
Vocabulary	<ul style="list-style-type: none"> • Say up to 20 single words (such as dog, cup, daddy) to ask for things or to comment on what they see, even though they may not be very clear yet. • Use 50 or more single words. These will also become more recognisable to others. • Use up to 300 words. 	
Speech Sounds, Grammar and Sentence Building	<ul style="list-style-type: none"> • Babble, using sounds like 'baba', 'mamama'. • Use the speech sounds p, b, m, w. • Pronounce; /l/r/w/y-s/sh/ch/dz/j-f/th- multi-syllabic words such as banana and computer • Start to put short sentences together with 2-3 words, such as 'more juice' and 'bye nanny'. • Put 4 or 5 words together to make short sentences such as 'want more juice' or 'he took my ball' • Ask lots of questions. They will want to find out the name of things and learn new words. • Use action words such as 'run' and 'fall' as well as words for the names of things. • Start to use simple plurals by adding 's', for example 'shoes' and 'cars'. • Use a wider range of speech sounds. However, many children will shorten longer words such as saying 'nana' instead of banana. They may also have a difficulty where lots of sounds happen together in a word, eg they may say 'pider' instead of 'spider'. 	
Verbal Storytelling and Narrative	<ul style="list-style-type: none"> • Constantly babble and use single words during play. 	
Speaking and Social Communication	<ul style="list-style-type: none"> • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Enjoy singing, music and toys that make sounds. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Use intonation, pitch and changing volume when 'talking'. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. 	



Nursery

National Curriculum Subject Content	
Attention, Listening and Understanding	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember• much of what happens.• Pay attention to more than one thing at a time, which can be difficult.• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Vocabulary	<ul style="list-style-type: none">• Use a wider range of vocabulary.• Understand and often use colour, number and time related words, for example, 'red', car, 'three' fingers and 'yesterday/ tomorrow'.
Speech Sounds, Grammar and Sentence Building	<ul style="list-style-type: none">• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.• Develop their pronunciation but may have problems saying:<ul style="list-style-type: none">- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'• Use longer sentences of four to six words. Use longer sentences and link sentences together.
Verbal Storytelling and Narrative	<ul style="list-style-type: none">• Describe events that have already happened, even if their sentences aren't exactly like adults' eg. 'we went park'.
Speaking and Social Interaction	<ul style="list-style-type: none">• Sing a large repertoire of songs.• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.• Start a conversation with an adult or a friend and continue it for many turns.• Use talk to organise themselves and their play• Enjoy make-belief play• Start to like simple jokes even if they don't understand them.• Start to be able to plan games with others.



Reception

National Curriculum Subject Content	
Attention, Listening and Understanding	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Understand more complicated language such as 'first', 'last', 'might', 'may be', 'above' and 'in between'. • Understand words that describe sequences such as 'first we are going to the shop, next we will play in the park'.
Vocabulary	<ul style="list-style-type: none"> • Use new vocabulary through the day. • Use new vocabulary in different contexts. • Understands a range or related words to describe concepts: eg soon, early and late; soft and hard, and smooth • Knows words can be put into groups and can give common examples in the; eg animals: dog, monkey, cat, horse... • Uses words more specifically to make the meaning clearer.eg. "I saw a funny monkey. It was a spider monkey".
Speech Sounds, Grammar and Sentence Building	<ul style="list-style-type: none"> • Use sentences that are well formed. However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went'. • Use most sounds effectively. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'. • Joins phrases with words such as: e.g if, because, so, could.
Verbal Storytelling and Narrative	<ul style="list-style-type: none"> • Lists events with some detail: e.g. "I went nanny's. I had fat chips for tea. I played games on the pooter." • Retells favourite stories - using some of their own words: e.g. ".....and she said what a nice mouth you got and the wolf said, 'I can eat you!' Gulp!" • Describes events but not always joined together or in the right order: e.g. "I went on the top of the bus with dad. That big slide is scary. We taked the ball as well." • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Speaking and Social Interaction	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Develop social phrases. • Learn rhymes, poems and songs. • Confidently starts and takes part in individual and group conversations. • Joins in and organises co-operative role play with friends and can pretend to be someone else talking. • Uses language to ask, negotiate, give opinions and discuss ideas and feelings: e.g. "Are we going to Nana's today? Can I take teddy with me? He will be sad by himself."