

EYFS Understanding the World – Communication and Language

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the Prime Areas of Learning (**Personal, Social and Emotional Development, Communication and Language and Physical Development**) underpin and are an integral part of children’s learning in all areas.

EYFS Communication and Language Educational Programme (Statutory)

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.

**EYFS Communication and Language Opportunities
(Development Matters)**

Listening, Attention and Understanding	Speaking
- Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." - Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." - Link listening with learning: "I could tell you were going to say the right answer. You were listening so carefully." - Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. - Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. - Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". - Have fun saying the word in an exaggerated manner. - Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?" - Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?" - Use the vocabulary repeatedly through the week. - Keep a list of previously taught vocabulary and review it in different contexts. - Show genuine interest in knowing more: "This looks amazing; I need to know more about this." - 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: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."	- 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. - Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." - Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" - Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" - Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren." - Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." - Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" - Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?" - Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'" - Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!" - Think out loud how to work things out. - Encourage children to talk about a problem together and come up with ideas for how to solve it. - Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...' - Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

**EYFS Communication and Language Opportunities
(Development Matters)**

Stories, Poetry and Songs

- Timetable a storytime at least once a day.
- Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories.
- Choose books that will develop their vocabulary.
- Display quality books in attractive book corners.
- Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.
- Read and re-read selected stories.
- Show enjoyment of the story using your voice and manner to make the meaning clear.
- Use different voices for the narrator and each character.
- Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!"
- Link events in a story to your own experiences.
- Talk about the plot and the main problem in the story.
- Identify the main characters in the story, and talk about their feelings, actions and motives.
- Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.
- Practise possible conversations between characters.
- Make familiar books available for children to share at school and at home.
- Make time for children to tell each other stories they have heard, or to visitors.
- Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found."
- Explain new vocabulary in the context of story, rather than in word lists.
- Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.
- Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme."
- In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.
- Encourage children to have fun with rhyme, even if their suggestions don't make complete sense.
- Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.

Development Matters Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.	
Assessment	
Autumn 2	Spring 2
Listening and Attention: Begins to use some active listening skills; face the speaker, body still, paying attention. Follows simple instructions well. E.g. Get a pencil, find your bag. Responds to a peers request (e.g. Can I have the ball?) and replies. Learn (and use) new words from familiar texts. Begins to answer “How” questions, e.g. How did this get broken?	Listening and Attention: Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. Ask questions when they don’t know what a word means. Can offer small explanations that demonstrate their understanding on a topic/story e.g. He couldn’t carry it because it was too heavy”. Begins to answer “Why” questions, perhaps with adult support.
Speaking: Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. “I like chocolate more than vanilla”, rather “chocolate better” Ask questions when they don’t understand instructions. Uses simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes and join in with repeated refrains from stories.	Speaking: Speaks in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. “This lunch is delicious” or “I need to count back to subtract”. Use newly learnt vocabulary in different contexts. E.g. using the words <i>enormous</i> to describe their tower after reading the Enormous Turnip. Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Uses more detail in conversation. Uses speech to organise simple activities (e.g. You go first and I’ll go next), overcome problems/conflicts (Can I have that after you?) and provide little

	explanations (e.g. It sunk because it was too heavy)
ELG: Listening, Attention and Understanding (Statutory)	
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 (Statutory)	
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.	