



Communication and Language

Intent:

Our children will leave the Foundation Stage at Bude Primary Academy infant school as confident communicators who use a range of rich vocabulary within a range of situations and conversations. They are clear when communicating their needs, wants, interests, thoughts and viewpoints. Our children are able to listen to others' ideas respectfully and respond sensitively to those they disagree with. Speaking is used to ask relevant questions and to connect ideas. They understand the importance of listening and have developed their ability to follow more complex instructions.

Implementation:







Our topics, routines and environment promote high quality communication and language development. Exciting and vocabulary rich texts are used to introduce children to new ideas, concepts and vocabulary, while also promoting curiosity and discussions. Pupils are encouraged to ask questions and continue to group and whole- class discussion whenever possible. Children who struggle to communicate are targeted in the provision, and learning interventions are used when children lack confidence or do not have the expected level of development. Through our continuous provision and our learning environment, pupils are exposed to situations where they can experiment with the new language they have acquired (such as through role play or while investigating in our investigation areas using the curiosity approach to learning) and use their listening skills as they interact with peers and adults. By being exposed to new experiences (for example immersive WOW days and trips), our children apply their speaking, listening, questioning and reasoning skills. Routines such as snack time are valuable opportunities where speaking and listening skills can be modelled and promoted. The adults within the Foundation Stage model effective speaking and listening attributes (such as the use of language, looking at the person you are having a conversation with, speaking clearly and calmly and listening patiently) and use questioning and resources to further pupils' own development. Repeating sentences back to children, extending what they have said or describing and commenting on what is happening are also used to develop speaking and listening skills. We reflect on our observations and interactions with our children, using our knowledge and assessments to then provide developmentally appropriate experiences that are linked to our children's next steps and interests.

Impact:

Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. All staff within the Foundation Stage know the children's next steps and how to progress their knowledge and skills through interactions, play, resources and group and whole class work. Our children move into Year 1 with the confidence and skills to express themselves in a range of different situations, using a wide variety of rich language. They have fantastic listening skills and the ability to take part in, hold and extend conversations with others.

This document shows

- Termly checkpoints of the progression of skills that build towards the Personal, Social and Emotional Development Early Learning Goals
- An overview of the direct teaching within this area broken down into half terms
- The provision the children will experience to support their development in this area of the curriculum

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic title					
Who am I? 	What is a map? 	What was it like in the past? 	What's growing in the garden? 	What's in the egg? 	What is on the other side of the ocean? 
Termly Checkpoints					
Communication and Language					
Listening, Attention and Understanding <ul style="list-style-type: none"> • Knows how to show they are listening – • Understands why it is important to listen – 		Listening, Attention and Understanding <ul style="list-style-type: none"> • Uses longer sentences and links ideas 		Listening, Attention and Understanding <ul style="list-style-type: none"> • Uses well-formed sentences • Talks in the correct tense 	



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<ul style="list-style-type: none"> Asks relevant questions in response to what they have heard, wanting to find out more information – Speech is clear and understood - Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' – Asks meaning of new words - Understands a longer list of instructions <p>Speaking</p> <ul style="list-style-type: none"> Uses longer sentences and links ideas - Retells stories simply - Repeats new vocabulary in a context of a story. - Can explain the meaning of new words - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary - Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Or 'the leaves are starting to fall off the trees. Soon the trees won't have any leaves.' 		<ul style="list-style-type: none"> Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' – Retells stories simply – Repeats new vocabulary in the context of a story. – Understands spoken instructions and can listen without stopping what they are doing <p>Speaking</p> <ul style="list-style-type: none"> Uses longer sentences and links ideas - Retells stories simply - Repeats new vocabulary in a context of a story. - Can explain the meaning of new words - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary - Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Or 'the leaves are starting to fall off the trees. Soon the trees won't have any leaves.' 		<ul style="list-style-type: none"> - Understanding more complex language including prepositions, sequencing, time - Retells how the story started, the main happening, and how it ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Can follow two-part instructions <p>Early Learning Goals</p> <ul style="list-style-type: none"> 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 asks questions to clarify their understanding <p>Speaking</p> <ul style="list-style-type: none"> Uses well-formed sentences - Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' - Begins to use modelled vocabulary during role play and small world. - Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Understands humour - Takes turns in much longer conversations - Openly listens to other points of view - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions 	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>How to be good listeners To understand why listening is important</p> <p>To talk in front of small familiar group</p> <p>To learn new vocabulary</p> <p>Asking for fruit at fruit time</p>	<p>Introduce Plan Do Review in COOL time To follow directions</p> <p>Manners in the dinner hall – how to ask for their choice in the canteen</p> <p>Start whole class, small group and targeted interventions in Wellcom</p>	<p>Asking and answering questions</p> <p>Talking about our topic</p> <p>COOL TIME – what did my talk partner do? Talk through stories daily</p> <p>Daily Vocabulary work (Talk through stories)</p>	<p>Talk through stories daily</p> <p>Daily Vocabulary work (Talk through stories)</p> <p>Re-tell a story to a small group using pictures of familiar book</p>	<p>COOL time - Talk through stories daily</p> <p>Expressing my point of view</p> <p>Re- tell stories through role play</p> <p>Daily Vocabulary work (Talk through stories)</p>	<p>Re- tell stories through drama – with an audience</p> <p>Talk through stories daily</p> <p>Daily Vocabulary work (Talk through stories)</p>



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	<p>To learn new vocabulary</p>	<p>Independent snack table – children to serve snack</p>			
<p style="text-align: center;">Provision</p> <p>Singing songs (nursery rhymes also), props, puppets, question cards, small focus groups, role play, small world, opportunities to work with others, quiet and calm areas, reading books every day and talking with children about stories, (Talk through stories) Daily tier 2 vocab work (Talk through stories) characters and illustrations (books with rhythm and rhyme are particularly effective), show and tell, circle time which offers children a good opportunity to practise their speaking and listening skills, describing and guessing game, technology such as microphones, walkie talkies and video recorders, offering real life experiences both inside and outside. Teachers repeating children’s speech back to them modelling it correctly . Rich experiences in continuous provision to stimulate conversation, to introduce and use new vocabulary and in meaningful context. Manners fruit time/ dinner time</p>					