Early Years Foundation Stage

Communication and Language

Communication and Language is a prime area and consists of:

Listening and Attention
Understanding
Speaking

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring

- active learning

- creating and thinking critically

Curriculum 2014 - English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

♣ read easily, fluently and with good understanding

♣ develop the habit of reading widely and often, for both pleasure and information

♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

♣ appreciate our rich and varied literary heritage

♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

Spoken language underpins the development of reading and writing.

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Teachers should therefore ensure the English 15 continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.

Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum.

These are reflected and contextualised within the reading and writing domains.

Spoken language – years 1 to 6

Spoken language Statutory requirements

Pupils should be taught to:

♣ listen and respond appropriately to adults and their peers

♣ ask relevant questions to extend their understanding and knowledge

♣ use relevant strategies to build their vocabulary

♣ articulate and justify answers, arguments and opinions

♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

♣ speak audibly and fluently with an increasing command of Standard English

♣ participate in discussions, presentations, performances, role play, improvisations and debates

♣ gain, maintain and monitor the interest of the listener(s)

♣ consider and evaluate different viewpoints, attending to and building on the contributions of others

♣ select and use appropriate registers for effective communication.

Notes and guidance (non-statutory)

These statements apply to all years.

The content should be taught at a level appropriate to the age of the pupils.

Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.

They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class.

Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing English 19 Notes and guidance (non-statutory) their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Spoken Language Steps

Development matters in the Early Years Foundation Stage (EYFS)			
Prime area: Communication and Language			
	Aspect Listening and attention	**Aspect Understanding**	**Aspect Speaking**
Birth – 11 months	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Reacts in interaction with others by smiling, looking and moving. Quietens or alerts to the sound of speech. Looks intently at a person talking, but stops responding if speaker turns away. Listens to familiar sounds, words, or finger plays. Fleeting Attention – not under child's control, new stimuli takes whole attention.	Stops and looks when hears own name. Starts to understand contextual clues, e.g. familiar gestures, words and sounds.	Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Makes own sounds in response when talked to by familiar adults. Lifts arms in anticipation of being picked up. Practises and gradually develops speech sounds (babbling)to communicate with adults; says sounds like '*baba, nono, gogo*
8-20 months	Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse. Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking.	Developing the ability to follow others' body language, including pointing and gesture. Responds to the different things said when in a familiar context with a special person (e.g. '*Where's Mummy?', 'Where's your nose?*'). Understanding of single words in context is developing, e.g.'*cup', 'milk', 'daddy*	Uses sounds in play, e.g. 'brrrm' for toy car. Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye.*) Uses pointing with eye gaze to make requests, and to share an interest. Creates personal words as they begin to develop language

Development matters in the Early Years Foundation Stage (EYFS)			
Prime area: Communication and Language			
	Aspect Listening and attention	**Aspect Understanding**	**Aspect Speaking**
16-26 months	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. *'Throw the ball.'*)	Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. *'want ball', 'more juice'*). Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*). Beginning to ask simple questions. Beginning to talk about people and things that are not present.
22-36 months	Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g.turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.	Identifies action words by pointing to the right picture, e.g., *"Who's jumping?"* Understands more complex sentences, e.g. *'Put your toys away and then we'll read a book.'* Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*). Developing understanding of simple concepts (e.g. *big/little*).	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *'I have it'.* Uses a variety of questions (e.g. *what, where, who*). Uses simple sentences (e.g.' *Mummy gonna work.'*) Beginning to use word endings (e.g. *going, cats*

Development matters in the Early Years Foundation Stage (EYFS)

Prime area: Communication and Language			
	Aspect **Listening and attention**	**Aspect** **Understanding**	**Aspect** **Speaking**
30-50 months	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).	Understands use of objects (e.g. *"What do we use to cut things?'*) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions	Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* Uses a range of tenses (e.g. *play, playing, will play, played*). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e,g, *'This box is my castle.'*
40–60+ months	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.

	Early Learning Goal **Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity**.	**Early Learning Goal** **Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.**	**Early Learning Goal** **Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.** **They develop their own narratives and explanations by connecting ideas or events.**

National Curriculum 2014 – Target Tracker Statements

Spoken Language			
	Aspect **Listening and attention**	**Aspect** **Understanding**	**Aspect** **Speaking**
Band 1 Beginning Beginning+ Within Within+ Secure Secure+	1. Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently 2. Participate in discussion about what is read to him/her, taking turns and listening to what others say	1. Explain clearly his/her understanding of what is read to him/her	1. Discuss the significance of the title and events 2. Recite some poems and rhymes by heart 3. Say out loud what he/she is going to write about. 4. Compose a sentence orally before writing it. 5. Discuss what he/she has written with the teacher or other pupils. 6. Read aloud his/her writing clearly enough to be heard by the group and the teacher. 7. Recognise and use language relating to dates, including days of the week, weeks, months and years. 8. Use the language of time (including telling the time throughout the day first using o'clock and then half past) 9. Discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than. 10. Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. 11. In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what he/she has found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language).

Band 2 Beginning Beginning+ Within Within+ Secure Secure+	3. Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. 4. Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say	1. Answer and ask questions. 2. Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.	12. Discuss the sequence of events in books and how items of information are related. 13. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 14. Discuss his/her favourite words and phrases. 15. Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about