

Early Years at Malmesbury C of E Primary
School Communication and Language Intent,
Implementation, and Impact with Progression
of Skills and Cross Curriculum Links





Malmesbury
Church of England Primary School

Communication and Language Intent Statement

Overview

In the Early Years at Malmesbury C of E Primary School, we foster and make the most of children's instinctive need and desire to communicate by:

- role-modelling the qualities and characteristics of an excellent communicator;
- immersing children in a rich environment of words, sounds, rhythm, and verbal and non-verbal expression;
- engaging children in conversation throughout the day;
- providing genuine reasons, provocations and a real purpose to listen and talk;
- valuing the different ways and means the children use to communicate.



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Communication and Language Intent Statement continued

Statutory Framework

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 - in which 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.

Communication and Language Intent Statement

Speaking, Listening and Understanding

Knowledge

I know...

- Words carry meaning
- When it's my turn to speak
- The meaning of different words
- What a sentence is
- Different words can mean the same thing
- Some words have the same meaning
- A range of nouns, verbs and adjectives
- The present tense describes what is happening now
- The past tense describes what has already happened
- The future tense describes what is going to happen
- The rules of conversation
- Which words start a conversation
- Storytelling vocabulary
- How to use my voice in different ways e.g intonation, volume, projection

Skills

I am learning to...

- | | |
|---|---|
| <ul style="list-style-type: none">• Listen• Sustain attention• Ask questions• Explain• Describe• Narrate• Sequence• Offer an opinion• Share ideas• Remember• Take turns• Gesture | <ul style="list-style-type: none">• Follow instructions• Respond• Articulate• Vocalise• Imitate• Repeat• Process information• Predict• Retell• Connect ideas• Discuss |
|---|---|



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Communication and Language Intent Statement

Implementation

At Malmesbury C of E Primary School we recognise that Communication and Language is a fundamental core skill. It is the key to enabling children to achieve, and provides the strong foundations for future learning. It is promoted through a language -rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk.

At Malmesbury, improving young children's vocabulary is paramount. Exploring and extending pupils' vocabulary is part of everyday teaching; lessons are planned to enrich vocabulary and incidental opportunities are exploited. Each term new vocabulary is displayed in the role play area and weekly vocabulary is identified from the book of the week. This displayed at a central point in the classroom for adults and children to refer to. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills. Within the provision, adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching during daily group times, snack times and story and rhyme time.

Adults have a sound knowledge and deep understanding of how children learn to talk in their early years. Adults move fluidly around the environment modelling the qualities of a good communicator while searching for, and capitalising on, opportunities to engage with children in conversation.



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Communication and Language Impact Statement

Impact

Children's communication and language skills will have been carefully monitored and supported. By the end of the Foundation Stage most children will be able to:

Use different parts of speech in their talk	Give reasons
Express their opinions, feelings and ideas	Speak in full sentences
Ask questions	Participate in discussions
Retell in sequence	Take turns in conversations
Use a range of vocabulary	Describe and explain
Make positive relationships	Use tenses and conjunctions in their talk

Communication and Language Progression of Skills

Listening, Attention and Understanding...

In Nursery, children learn to...

- listen to a conversation
- listen with interest to a story
- respond to conversations and stories and rhymes that they have heard
- remember some simple elements from a story
- join in with a story or rhyme
- join in with conversation
- to take turns when they talk
- follow simple instructions
- follow simple instructions that include prepositions
- answer questions

In Reception, children are learning to...

- concentrate until an activity is completed
- listen attentively in different situations
- listen for longer periods of time
- make simple suggestions about what might happen next in a story
- ask questions about the stories they have listened to
- follow a story without visual clues
- make comments about what they have heard
- listen to and respond to others talk
- follow more complex instructions that involve several ideas or actions
- answer 'how' and 'why' questions
- initiate and maintain a conversation

End of Foundation Stage Checkpoint to...

Early Learning Goal:

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.

Communication and Language Progression of Skills

Speaking

In Nursery, children learn to...

- use new words in their talk
- talk in sentences
- describe actions and events
- use describing words in their sentences
- use pronouns in their talk
- use time words in their talk
- recite songs, and rhymes by heart
- retell parts of the story
- talk about what is happening
- predict what might happen next
- talk about an event in the past
- ask simple questions

In Reception, children are learning to...

- join in discussions
- use vocabulary in different contexts
- talk about they are thinking
- describe and explain their ideas
- express their opinions
- give reasons
- talk about their feelings
- talk about a series of events in sequence
- talk about a series of ideas
- tell stories orally
- be fluent and coherent when they talk to others
- adapt their talk in response to the listener
- use correct tenses in their talk
- use conjunctions in their talk

End of Foundation Stage Checkpoint

Early Learning Goal: **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 Cross-Curricular Links

English – Spoken Language

Listening Skills

Nursery	<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.• Start a conversation with an adult or a friend and continue it for many turns.
Reception	<ul style="list-style-type: none">• Remember how to listen carefully and why listening is important.• Listen to and talk about stories to build familiarity and understanding.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
End of EYFS Checkpoint Early Learning Goal – Listening and Attention	<p>Children at the expected level of development will:</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 ask questions to clarify their understanding;- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language Cross-Curricular Links

English – Spoken Language

Following Instructions

Nursery

- Understand a question or instruction that has two parts, such as: “Get your coat and go to the door.”

Asking and Answering Questions

Nursery

- Understand a question or instruction that has two parts, such as: “Get your coat and go to the door.”
- Understand ‘why’ questions like: “Why do you think the caterpillar got so fat?”

Reception

- Ask questions to find out more and check they understand what has been said to them.

End of EYFS Checkpoint
Early Learning Goal – Listening and Attention

- 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;
 - offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Early Years Communication and Language Cross-Curricular Links

Drama, Performance and Confidence	
Nursery	<ul style="list-style-type: none">• Be able to express a view and debate when they disagree with an adult or a friend, using words as well as actions.
Reception	<ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Learn rhymes, poems and songs.

Early Years Communication and Language Cross-Curricular Links

English – Spoken Language

Vocabulary Building and Standard English

Nursery

- Use a wide range of vocabulary
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ and ‘swimmed’ for ‘swam’
- Use longer sentences of four to six words

Reception

- Learn new vocabulary
- Use new vocabulary throughout the day
- Articulate their ideas and thoughts in well-formed sentences
- Develop social phrases
- Use new vocabulary in different contexts

End of EYFS Checkpoint

Children at the expected level of development will:

Early Learning Goal – Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- 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.

Early Years Communication and Language Cross-Curricular Links

English – Spoken Language

Speaking for a Range of Purposes

Nursery	<ul style="list-style-type: none">• Be able to express a point of view and 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: “Let’s go on a bus... you sit there... I’ll be the driver.”
Reception	<ul style="list-style-type: none">• Ask questions to find out more and to check they understand what has been said to them• Describe events in some details• Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen• Develop social phrases• 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• Use new vocabulary in different contexts• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
End of EYFS Checkpoint Early Learning Goal – Listening, Attention and Understanding	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.
Early Learning Goal – Speaking	<ul style="list-style-type: none">• 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.

Early Years Communication and Language Cross-Curricular Links

English – Reading: Comprehension

Reading and Correcting Inaccuracies

Nursery	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens• Understand 'why' questions like: "Why do you think the caterpillar got so fat?"• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions
Reception	<ul style="list-style-type: none">• 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• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

English – Reading: Comprehension

Reading and Correcting Inaccuracies

Nursery	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens• Understand 'why' questions like: "Why do you think the caterpillar got so fat?"• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions
Reception	<ul style="list-style-type: none">• 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• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Early Years Communication and Language Cross-Curricular Links

English – Reading: Comprehension

Reading and Correcting Inaccuracies

Nursery	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens• Understand 'why' questions like: "Why do you think the caterpillar got so fat?"• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions
Reception	<ul style="list-style-type: none">• 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• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

English – Reading: Comprehension

Inference and Prediction

Nursery	<ul style="list-style-type: none">• Understand 'why' questions like: "Why do you think the caterpillar got so fat?"
End of EYFS Checkpoint	
Early Learning Goal – Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Early Years Communication and Language

Cross-Curricular Links

English – Reading: Comprehension

Words In Context and Authorial Choice

Nursery

Reception

- Use a wider range of vocabulary
- Learn new vocabulary
- Use new vocabulary throughout the day
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- Use new vocabulary in different contexts
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

End of EYFS Checkpoint

Early Learning Goal – Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Early Years Communication and Language

Cross-Curricular Links

English – Reading: Comprehension

Poetry and Performance

Nursery	<ul style="list-style-type: none">• Sing a large repertoire of songs• Know many rhymes, be able to talk about familiar books, and be able to tell a long story
Reception	<ul style="list-style-type: none">• Engage in story times• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words• Learn rhymes, poems and songs

English – Reading: Comprehension

Non-Fiction

Reception	<ul style="list-style-type: none">• Engage in non-fiction books• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
End of EYFS Checkpoint	
Early Learning Goal – Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Early Years Communication and Language Cross-Curricular Links

Science

Nursery

- Understand 'why' questions like: "Why do you think the caterpillar got so fat?"

Reception

- Learn new vocabulary
- Ask questions to find out more and to check what has been said to them
- Articulate their ideas and thoughts in well formed sentences
- 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
- Use new vocabulary in different contexts

End of EYFS Checkpoint

Children at the expected level of development will:

Early Learning Goal – Listening, Attention and Understanding

- Make comments about what they have heard and ask questions to clarify their understanding

Early Years Communication and Language

Cross-Curricular Links

Mathematics

Mathematical Vocabulary

Nursery	<ul style="list-style-type: none">• Use a wider range of vocabulary• Understand 'why' questions, like "Why do you think the caterpillar is so fat?"
Reception	<ul style="list-style-type: none">• Learn new vocabulary• Use new vocabulary throughout the day
End of EYFS Checkpoint Early Learning Goal – Speaking	Children at the expected level of development will: <ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Music

Nursery	<ul style="list-style-type: none">• Sing a large repertoire of songs
Reception	<ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound• Learn rhymes, poems and songs
End of EYFS Checkpoint Early Learning Goal – Listening, Attention and Understanding	Children at the expected level of development will: <ul style="list-style-type: none">• Make comments about what they have heard and ask questions to clarify their understanding

Early Years Communication and Language

Cross-Curricular Links

PSHE	
Nursery	<ul style="list-style-type: none">• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions• Start a conversation with an adult or a friend and continue it for many turns
Reception	<ul style="list-style-type: none">• 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
End of EYFS Checkpoint	Children at the expected level of development will:
Early Learning Goal – Listening, Attention and Understanding	<ul style="list-style-type: none">• Hold conversations when engaged in back-and-forth exchanges with their teachers and peers
Early Learning Goal – Speaking	<ul style="list-style-type: none">• 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.