

Communication and Language

Intent - Communication and language involves igniting enthusiastic communicators. Genuine interactions encouraging children to express themselves as confident speakers and listeners. Building a rich vocabulary to draw from as children grow. Developing understanding through hearing and focus.

Listening, Attention and Understanding

ELG: 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 interaction, 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.

FOUNDATION I (NURSERY) 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • Has single channelled attention, may find it difficult to focus on more than one thing at a time. • Know how to concentrate for slightly longer periods. (3 minutes 6 minutes) • Know how to join in with rhymes and songs by making sounds and by moving body. • Know how to respond to adults making sounds and moving their bodies • Know how to respond to my own name and will change my activity when encouraged to by adults • Know how to be able to match objects to names and will bring my favourite toy when asked. • Know how to respond to very simple requests especially when shown first by an adult. • Know how to be able to anticipate actions and sounds from an action toy. • Know how to explore objects using my senses. • Know how to be able to understand and respond more simple questions and instructions. E.g.'where is your shoe?' and 'show me your nose'. • Know how to identify my own friends. • Know how to operate some ICT or mechanical toys. 	<ul style="list-style-type: none"> • Know how to identify characters and actions in my favourite books. • Know how to be able to respond to two requests. • Know how to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Know how to be able to start to respond to simple questions. • Know how to be able to start to identify objects according to simple properties. • Know how to be able to initiate some actions in play that are familiar from home. • Knows and understand between 200 and 500 words. • Know how to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Know how to be able to focus on adults as they read or sing, responding with sounds and movements. • Know how to listen to longer stories and can remember much of what happens. • To be able to remember and join in with rhymes. 	<ul style="list-style-type: none"> • Knows how to turn head and focus on adults and friends as I speak and play, responding to comments. • Knows how to listen to and follow directions. • Knows how to remember and join in with rhymes and familiar stories. • Knows how to tell a long story • Knows how to be able to find the right tool for a job. • Knows how to follow instructions using prepositions. • Knows how to be able to respond to a string of requests one after another (not quickly). • Knows how to be able to ask and respond to 'why' questions. • Knows how to be able to follow a story with props and pictures. • Knows how to be able to show interest in the lives of other people or events. • Knows how to be able to see some similarities and differences between people.

<ul style="list-style-type: none"> • Knows how to understand simple questions “who is jumping” 		<ul style="list-style-type: none"> • Knows how to be able to operate a CD player or music app on the Ipad and show understanding of the remote controls. • Knows how to be able to show interest in other technological items.
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FOUNDATION 2 - Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • Know how to turn to listen to my friends or my teacher. • Knows how to listen carefully and why listening is important. • Know how to be able to listen to and then follow an instruction. • Know how to be able to remember and join in with rhymes and stories I like. • know how to be able to find the right tool for a job. • know how to be able to follow instructions using prepositions. • Know how to be able to respond to a string of requests one after another (not quickly) • Know how to be able to ask and respond to ‘why’ questions. • Know and to be able to follow a story with props and pictures. • Know and to be able to show interest in the lives of other people or events. • Know and to be able to see some similarities and differences between people. • Know and be able to operate a digital device and show understanding of the remote controls. • Know and to be able to show interest in other technological items. 	<ul style="list-style-type: none"> • Know and be able to listen to a whole story and comment on what is happening. • Know and be able to ask questions about my favourite books. Ask questions to find out more and check understanding. • Know and to be able to choose a book or game that might be different from my friends and tell you why. • Know and to be able to play and listen to my friends at the same time. • know and understand how to listen carefully and why listening is important. • Know and engage in story times. • Know how to listen to and talk about stories to build familiarity and understanding. • know how to listen carefully to rhymes and songs, paying attention to how they sound. • know how to learn rhymes, poems and songs. • know how to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Know how to be able to respond quickly to a series of instructions. • knows to laugh at funny rhymes and jokes. • know how to be able to remember key points from a story told without props or pictures. 	<p>ELG -Listening, Attention and Understanding</p> <p><i>Children at the expected level of development will:</i></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. • Knows how to listen to a longer story

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| | <ul style="list-style-type: none">• Know how to be able to have a conversation and to be able to respond to other children's opinions.• Know how to be able to talk about family routines and special occasions.• know how to be able to understand and complete a simple program on a computer.• Know how to engage in non-fiction books. | |
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Communication and Language

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Speaking

ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering 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 feeling 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.

FOUNDATION 1 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> • Knows how to copy sounds and words like 'all gone'. • Knows how to make requests using two words. • Knows how to use everyday words to talk about people I know. • Knows how to copy sounds and words a lot. • Knows how to use 50 or more single words. These will also become more recognisable to others. • Knows how to start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny' 	<ul style="list-style-type: none"> • Knows how to express feelings, desires and needs. • Knows how to begin to hold a conversation. • Knows how to remember and use new words. My vocabulary increases rapidly. • Knows how to ask questions and to be able to respond to questions using simple sentences. • Knows how to play make-believe games. • Knows how to use a wider range of vocabulary. • Knows how to sing a large repertoire of songs. • Knows many rhymes. • Knows how to talk about familiar books, and be able to tell a long story. • Knows how to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Knows how to start a conversation with an adult or a friend and continue it for many turns. • Knows how to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<ul style="list-style-type: none"> • Knows how to link simple sentences. (Starting to) • Knows how to explain in simple sentences what happened and what might happen. • Knows how to use tense, intonation and rhythm to enhance meaning. • Knows how to use vocabulary to express imaginary events in play. • Knows how to engage in imaginary role play sometimes building stories around toys and objects. • Know how to use sentences of 4 to 6 words. • Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?" • Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". • Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? • Can the child answer simple 'why' questions?

- May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four words.

FOUNDATION 2 - Reception

Advent

- Know and be able to start to link simple sentences. Using connectives.
- Know how to and be able to explain in simple sentences, including ordering, stating what happened and what might happen.
- Know and be able to use tense, intonation and rhythm to enhance meaning.
- Know how to be able to use vocabulary to express imaginary events in play.
- Know how to be able to engage in imaginary role play sometimes building stories around toys and objects.

Lent

- Know how to be able to explore new vocabulary, sounds and intonation.
- Know how to be able to use language to create imaginary events, storylines and themes and To be able to sustain imaginary play situations expressing myself to friends and adults.
- Know how to be able to play alongside other children engaged in the same type of imaginary play.
- Know how to be able to 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')
- Know and learn new vocabulary.
- know and use new vocabulary through the day.
- Know and ask questions to find out more and to check they understand what has been said to them.
- know how to Articulate their ideas, thoughts and opinions in well-formed sentences.
- Know how to describe events in some detail.
- Know how to use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Know how to develop social phrases.
- Know and Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Pentecost

ELG -Listening, Attention and Understanding

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.

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| | <ul style="list-style-type: none">• Know how use new vocabulary in different contexts.• Knows how to use a range of connectives to link ideas | |
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Literacy

Intent - It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Writing

ELG: Children will write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

FOUNDATION 1 - 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> To know how to enjoy drawing freely To know how to add marks to their drawings, which they give meaning to. For example, "That says mummy." To know that I can make marks to represent letters 	<ul style="list-style-type: none"> To know how to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	<ul style="list-style-type: none"> To know how to write the initial sound of my name (RWI begins in this term) To know how to write some letters accurately. To know how to write some of their name. To know how to write all of their name.

FOUDNATION 2 - Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> I know how to form recognisable letters, some of them correctly. I know how to spell words using Fred Talk and Fred Fingers I know how to rehearse what I write orally, using Fred Fingers, before writing. 	<ul style="list-style-type: none"> I know how to correctly form lower-case letters using the RWI letter rhymes. I know how to spell words, using Fred Fingers, by identifying all the sounds and then writing the sound with letter/s. I know how to read back my writing using Fred Talk. 	<p>ELG: Writing</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> I know how to write recognisable letters, most of which are correctly formed. I know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. I know how to write simple phrases and sentences that can be read by others.

Literacy

Intent - It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Comprehension and Word Reading

ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

FOUDNATION 1 - 3 & 4 year olds

Advent	Lent	Pentecost
<ul style="list-style-type: none"> To know that print has a meaning. To know that we read English text from left to right and from top to bottom. To know about page sequencing. 	<ul style="list-style-type: none"> To know that print can have different purposes. To know how to spot and suggest rhymes. 	<ul style="list-style-type: none"> To know how to engage in extended conversations about stories, learning new vocabulary. To know the name of the different parts of a book. To know how to count and clap syllables in a word. To know and recognise words with the same initial sound, such as money and mother.

FOUNDATION 2 - Reception

Advent	Lent	Pentecost
<ul style="list-style-type: none"> I know how to talk about events and characters in books. I know how to tell a story to friends. I know how to talk about my favourite book. I know how to read individual letters by saying the sounds for them (Set 1 Single sounds and Special Friends) 	<ul style="list-style-type: none"> I know how to use vocabulary and events from stories in my play. I know how to make suggestions about what might happen next in a story. I know how to tell a story to friends. I know how to say a sound for each letter in the alphabet. 	<p>ELG: Comprehension and Reading</p> <p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> I know how to demonstrate understanding of what has been read to me by retelling stories and narratives using own words and recently introduced vocabulary. I know how to anticipate (where appropriate) key events in stories.

<ul style="list-style-type: none">• I know how to segment and blend simple words, using 'Fred Talk, Say the Word', demonstrating my knowledge of sounds independently.• I know how to use Fred Talk to read Green Words (Word Time.....)	<ul style="list-style-type: none">• I know how to blend sounds into words, using Fred Talk, so that I can read short words made up of known letter-sound correspondences.• I know how to use Fred Talk to read Green Words (Word Time.....)	<ul style="list-style-type: none">• I know how to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.• I know how to say a sound for each letter in the alphabet and at least 10 digraphs.• I know how to read words consistent with my phonic knowledge by sound-blending.• I know how to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
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