

# Communication and Language

'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.' *Statutory Framework for the Early Years Foundation Stage*

## Intent

### Overview

**At St. Christopher's EYFS and Sunflowers we want all of our children to be confident and capable communicators. We want them to develop a rich vocabulary in order to be able to share their thoughts, ideas and opinions, negotiate and build relationships and to ask questions about their world. We capitalise on children's instinctive need and desire to communicate by:**

- *Role modelling the qualities and characteristics of an exemplary communicator*
- *Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression*
- *Engaging children in conversation*
- *Providing genuine reasons, irresistible provocations and a real purpose to listen and talk*
- *Valuing the different ways and means that children communicate*

## Knowledge

**By the end of the Early Years Foundation Stage I know...**

- *Words carry meaning*
- *When it is my turn to speak*
- *The meaning of different words*
- *What a sentence is*
- *Different words can mean the same thing*
- *Some words that sound the same can mean different things*
- *Some words can have more than one meaning*
- *Adjectives describe nouns*
- *Nouns are objects*
- *Verbs are action words*
- *Plurals mean more than one*
- *Pronouns are used instead of people's names*
- *The present tense describes something that is happening now*
- *The past tense describes something that has already happened*
- *The future tense describes something that is going to happen*
- *The rules of a conversation*
- *Which words start a question*
- *Storytelling vocabulary*
- *How to use my voice in different ways e.g. intonation, volume, projection*
- *That not everybody speaks English*
- *That not everybody uses words to communicate*

## Skills

### I am learning to...

- Listen
- Sustain attention
- Ask questions
- Explain
- Narrate
- Describe
- Sequence
- Offer an opinion
- Share ideas
- Remember
- Take turns
- Gesture
- Follow instructions
- Respond
- Articulate
- Vocalise
- Imitate
- Negotiate
- Repeat
- Retrieve
- Process Information
- Predict
- Retell
- Connect ideas
- Discuss
- Question

## Implementation

**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 the planning stage new and ambitious vocabulary linked to the theme is identified and shared with parents. Some may be displayed within the environment in the form of words and sentences acting as visual prompts for adults and children. 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 e.g daily group times, snack times and story and rhyme time.

- Intriguing objects, books and pictures are displayed throughout the environment and children are encouraged to describe, discuss and ask questions about what they see.
- Throughout the learning environment we maximise opportunities to pose questions and extend language in ways which are relevant and interesting to the children.
- Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g. setting up a scenario in the Role Play area such as a burglary or party to encourage discussion and problem solving.
- We are developing close links with the local community to set up a programme of visits and guest speakers throughout the year to inspire the children to ask questions, explore new vocabulary, listen and attend in different situations and hear a variety of accents and intonations.

Adults have a sound knowledge and deep understanding of how children learn to talk and some adults have received specialist training in support early learning development through the ELKLAN and Word Aware programmes. They move fluidly around the environment modelling the qualities of a good communicator and searching for and capitalising on opportunities to engage with children in conversation.

# Impact

## By the end of the Early Years Foundation Stage I can...

- *Use different parts of speech in my talk*
- *Express ideas, feelings and opinions*
- *Ask questions*
- *Retell in sequence*
- *Participate in group discussions*
- *Describe and explain*
- *Use volume and intonation appropriate to the situation*
- *Use a range of vocabulary*
- *Make positive relationships*
- *Give reasons*
- *Speak in full sentences*
- *Take turns in a conversation*
- *Use tenses and conjunctions in my talk*
- *Listen and attend in a range of situations*