

Early Years Foundation Stage
Area of Learning and Development: Communication and Language

Educational Programme for 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. 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, where 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

<p style="text-align: center;">Development Matters Non-Statutory</p>	<p style="text-align: center;">Early Learning Goal Listening, attention and Understanding Statutory</p>	<p style="text-align: center;">Early Learning Goal Speaking Statutory</p>
<p>Children in Reception will be learning to:</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>Children at the expected level of development will:</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Children at the expected level of development will:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		
---	--	--

Planning for Learning (LPDS)
Skills, Knowledge, Concepts – what children can do, know and understand.

Key Learning linked to Communication and Language - Listening, Attention and Understanding

Listening
Listen to others 1:1/in groups/whole class, in familiar and new situations, during conversations or activities, listen to stories with enjoyment and interest.

Attention
Maintain attention in different contexts, attend to other people (adults, peers) both familiar and unfamiliar.

Show attention and interest in stories read to them in whole class and small group contexts.

Respond

With relevant comments, questions of their own or actions when listening to stories, to instructions and when engaged in play activities e.g. role play/creative expression. Interact with and respond to others in a range of situations including small group interactions, whole class discussions and during play. Engage in purposeful conversations with others during play, in response to stories or questions, daily routine, etc.

Demonstrate Understanding

Follow instructions, requests, and ideas in a range of contexts and situations. Ask and answer questions in different contexts including in response to stories, ask questions to check understanding.

Respond to and answer questions

'Where' 'how' and 'why' questions about self and own experiences; 'how' and 'why' in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations in different contexts and situations, including their play.

Key Learning linked to Communication and Language - Speaking

Speaking

Speak clearly, speak in full sentences, use sentences that give many details, express ideas about feelings and experiences.

Vocabulary

Use an increasing range of vocabulary appropriately, understand the meaning of new words and use appropriately in discussions and conversation.

Communication

Communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts including small group, whole class and 1-1 discussions. Talk about and discuss familiar events or characters in stories.

Questioning

Ask and answer questions in different contexts including group activities, during their play, daily routine, personal conversations with others etc.

Uses Tenses

Past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events. Begin to use conjunctions to extend ideas.

Reasoning

Talk about, explain and give reasons for actions, events and activities linked to their experiences, stories, or other contexts.

Offer explanations for why things might happen.

Clarify Thinking

Use talk to connect ideas, and share their thinking in different contexts.

Narrative

Use language of stories, rhymes, poems and non-fiction to imagine and recreate ideas in different contexts and offer explanations for why things happen.

Key Vocabulary

Listen, talk, understand, sentence, conversation, question, why, where, what, who, when, how, answer, then, after that, yesterday, tomorrow, next week, respond, respect, follow, instructions, thoughts, ideas, predictions, speculation, explain, share, vocabulary.

Early Years Foundation Stage
Area of Learning and Development: Literacy - Reading

Educational Programme for Literacy

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).

<p style="text-align: center;">Development Matters Non-Statutory</p>	<p style="text-align: center;">Early Learning Goal – Comprehension Statutory</p>	<p style="text-align: center;">Early Learning Goal – Word Reading Statutory</p>
<p>Children in Reception will be learning to:</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Planning for Learning (LPDS)

Skills, Knowledge, Concepts – what children can do, know and understand.

Key Learning linked to Literacy - Reading

Comprehension

Listen attentively to a story at the appropriate interest level.

Recite simple rhymes, songs and poems.

Differentiate between text and illustrations.

Understand that print conveys meaning.

Hold a book correctly and turn pages from front to back and recognise front and back cover.

Know that in English print is read from left to right and top to bottom.

Use picture clues to help read a simple text.

Predict storyline and key events (e.g. the ending and appropriate vocabulary, aided by illustrations).

Talk about events, settings and characters.

Retell stories and narratives in the correct sequence and in their own words, drawing on the language patterns of stories.

Use and show understanding of recently introduced vocabulary appropriately when retelling stories and narratives, and during discussions about stories, non-fiction, rhymes and poems.

Respond to questions about who, what, where, when linked to text and illustrations. Sequence a simple story or event.

Use gestures and actions to act out a story, event or rhyme from text or illustrations. Make predictions and anticipate key events based on illustrations, story content and title.

Respond to questions about how and why something is happening.

Say what a character might be thinking, saying or feeling.

Say how they feel about stories and poems.

Recall the main points in text in the correct sequence.

Use the structure of a simple story when re-enacting and re-telling in their own words. Talk about the themes of simple texts, (e.g. good over evil).

Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.

Phonics

GPC recognition (hear, say, read letters), oral blending, blending for reading

Orally blend sounds to make simple words.

Decode a number of regular words using Phase 2 phonemes.

Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy.

Link sounds to letters, naming and sounding letters of the alphabet as well as digraphs (Phase 3 phonemes).

Use decoding to read – using build and blend strategy – towards automatically reading known words.

Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy.

Use phonic knowledge to attempt unknown words.

Word Reading**HFW both decodable and common exception words (tricky)**

Read decodable HFWs sight words (list 1) (e.g. a an as at if in).

Read decodable HFWs sight words (list 2) (e.g. will that this then them).

Read common exception words (tricky) from Phase 2 (e.g. the to no go into).

Read common exception words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her).

Read some common exception words (tricky) from Phase 4 (e.g. said like have so). Distinguish between a word, a letter and a space.

Read simple sentences and books consistent with their phonic knowledge.

Recognise some capital and lower case letters

Key Vocabulary

Book, non-fiction, fiction, character, plot, setting, sentence, read, author, illustration, word, blend, vocabulary, question, who, what, why, when, how, where, text, poem, story, recipe, label, alphabet, recount, list, non-chronological report, advert, adjective, imperative verb, instructions, like, feeling.

Early Years Foundation Stage
Area of Learning and Development: Literacy - Writing

Educational Programme for Literacy

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).

Development Matters Non-Statutory	Early Learning Goal - Writing Statutory
<p>Children in Reception will be learning to:</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

Planning for Learning (LPDS)

Skills, Knowledge, Concepts – what children can do, know and understand.

Key learning linked to Writing

Emergent Writing

Develop language skills (listening and talking) in a range of contexts.

Show awareness that writing communicates meaning.

Give meaning to the marks they make.

Understand that thoughts can be written down.

Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc).

Make marks and drawings using increasing control.

Know there is a sound/symbol relationship.

Use some recognisable letters and own symbols.

Write letters and strings, sometimes in cluster like words.

Beginning to use appropriate letters for initial sounds.

Beginning to build words using letter sounds in their writing.

Use writing in their play.

Use familiar words in their writing.

Show awareness of the different audience for writing. (N.B links to daily systematic teaching of phonics).

Composition

Composition

Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events.

Understands that thoughts and stories can be written down.

Have their own ideas and reasons for writing.

Orally compose a sentence and hold it in memory before attempting to write it.

Begin to use simple sentence forms.

Can talk about the features of their own writing.

Write a simple narrative.

Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).

Vocabulary, grammar, punctuation

Begin to recognise and know there needs to be spaces between words in a simple sentence.

Recognise and know that full stops are at the end of a sentence.

Recognise and know that a sentence starts with a capital letter.

Write a simple phrase with finger spaces that can be read back by themselves.

Write simple sentences using finger spaces that can be read by themselves and others.

Transcription

Spelling

GPC recognition, Oral segmenting, segmenting for spelling

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Segment sounds in simple words.

Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell).

Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC).

Spell some irregular common words (tricky) the, to, no, go, independently

Write own name.

Handwriting (also see Physical Development – Fine Motor Skills)

Write left to right and top to bottom.

Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated.

Know how to form clear ascenders ('tall letters') and descenders ('tails').

Form some capital letters correctly, including the initial letter of their name.

Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).

Key Vocabulary

Non-fiction, fiction, character, write, spell, word, blend, segment, letter, sound, vocabulary, capital letter, full stop, sentence, space, line, beginning, middle, end, meaning, poem, story, recipe, label, alphabet, recount, list, non-chronological report, advert, adjective, imperative verb, instructions