

Communication & Language

Early Years Curriculum Plan

Communication and Language at Defford

Our Vision

Our Intent

Faith	Friendship	Fun	Learn	Grow
<ul style="list-style-type: none">• Pupils recognize the awe and wonder found in the world – both natural and man-made.• Children develop an understanding of the wider world through stories and texts	<ul style="list-style-type: none">• Children learn to communicate with each other through language and a rich and ambitious vocabulary• Children enjoy confident conversations with their friends by speaking confidently and competently	<ul style="list-style-type: none">• Children have fun and explore language and vocabulary through stories and poems• Children develop an awareness of their own ability to create and make stories of their own through the use of language and hearing quality stories read to them and with them	<ul style="list-style-type: none">• Vocabulary is a fundamental aspect of our entire curriculum design. We believe that learning a wide vocabulary is incredibly important to all children's academic success.	<ul style="list-style-type: none">• Children learn about our wider world through speaking and listening to others. These key skills in communication allow them to interact successfully, allowing them to access other areas of their learning.

RECEPTION KNOWLEDGE, SKILLS AND UNDERSTANDING

Appreciate and instill a love for stories

Begin to use a complete sentence when talking / model language and speaking in full sentences

Choose a story independently, share this story with another or enjoy alone

Respond to a question with appropriately themed answer

Follow 2 step instructions, supported by an adult if needed, lots of opportunities for carrying out instructions

Continue to identify with sound, identify long and short sounds

Generate rhymes and a rhyming string

Hold a conversation with a friend or adult, developing an understanding for back and forth conversations

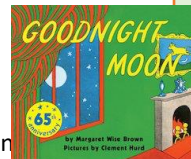
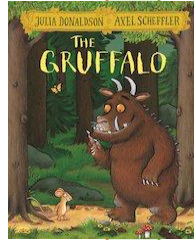
Vocabulary linked to themes and stories – child led learning

Curiosity Box to promote vocabulary, clapping new words, revisit new words, use new words in context

Constant modeling of language by adults, scaffolding pupil's current speech, complimenting and moving forward with new words

SPECIFIC THEMED VOCAB : nocturnal, space,

Planets, moon, stars, astronaut, sequence, repeated pattern, rhyme, alliteration sounds,



PRE-SCHOOL KNOWLEDGE, SKILLS AND UNDERSTANDING

Use clear speech sounds, p,b,m,w

(by 3rd birthday = 300 words) (linking 5 words together) – Birth to 5 Check point

Listen to a story with increasing attention

Support children to understand what a 'good listener' looks like, behaviours

Respond to a story using terms such as '**because**' to answer questions

Making choices using expressive language as the main communication

Join in with singing **nursery rhymes**

Begin to find words that **rhyme**/ sound the same

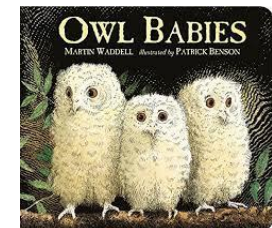
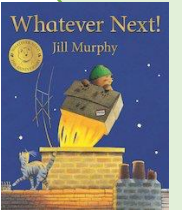
Join in with a repeated phrase in a familiar book – Owl Babies

Phase 1 phonics –

Curiosity Box to promote new vocabulary

SPECIFIC THEMED VOCAB : nocturnal, space,

Planets, moon, stars, astronaut, pattern, rhyme

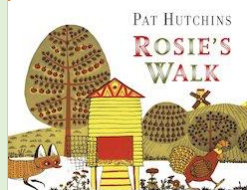


RECEPTION KNOWLEDGE, SKILLS AND UNDERSTANDING

New vocabulary – city, town, capital city, country, skyscrapers, buildings, London Eye, Houses of Parliament, Big Ben, Great Fire of London, journey, underground, tourist, village

Use language to explore and compare where we live with the city of London

Engage in stories familiar to the children – Paddington Bear, The Queen's Hat, Katie visits London



Continue to develop a love of stories

Identify beginning, middle and end of a story

Create own stories for writing

Mighty WRITER to facilitate story structure

Connect ideas together in a sentence

Retell a well-known story

Identify the features of a non-fiction text

Describe events in some detail, extending ideas when supported through questioning by an adult

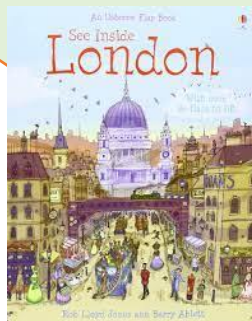
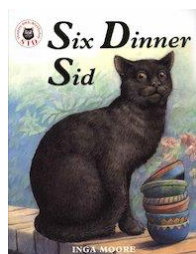
Circus themed language, phrases, Roll Up, Roll Up,

Vocabulary – performer, clown, big top, tickets, audience, travelling, Big Top, juggler, acrobat, tightrope walker, Ringmaster

Use new vocabulary in different contexts

Answer questions

Identify language and features of local area and cities - make a comparison



PRE-SCHOOL KNOWLEDGE, SKILLS AND UNDERSTANDING

Sing familiar nursery rhymes to develop language

Learn new songs to further develop language and vocabulary

Understand the concept 'why'? Answer questions appropriately to 'why?'
Answer questions in response to a text or conversation

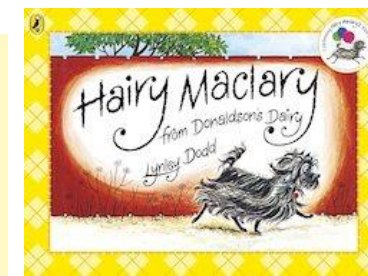
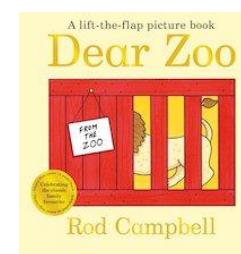
Enjoy longer stories, maintain concentration to listen for longer

Develop vocabulary related to theme, city, London, landmarks in London

Model language for children, extend vocabulary / repeat when children offer language, scaffold sentences and

Develop language associated with our learning environment so that children are confident to ask for help when needed

Model and encourage skills for listening, good eye contact, behaviour such as sitting still and concentrating on **who** is talking



RECEPTION KNOWLEDGE, SKILLS AND UNDERSTANDING

Scaffold language and grammar, encouraging and enabling the children to speak in well-formed complete sentences

Vocabulary associated with travel and journeys , air, land, sea, water, barge, canal, hot air balloon, journey, link to traveling community, different homes in different cultures

Use talk to solve problems and work through ideas

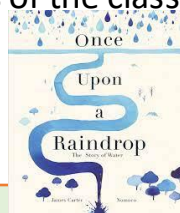
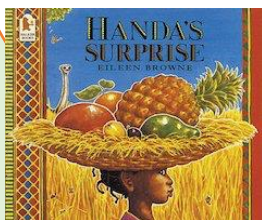
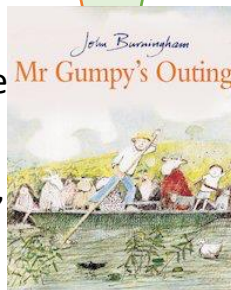
Retell a made up story of their own creation, using the base of familiar stories to structure

Use new vocabulary in context

Question others, support children to devise questions of their own based around a theme

Enjoy non-fiction texts and learn new vocabulary through exploration of them, linked to theme and children's interests

Language and vocabulary explicit in all areas of the classroom, both indoors and out



PRE-SCHOOL KNOWLEDGE, SKILLS AND UNDERSTANDING

Develop communication through longer sentences, model and support children in creating and exploring longer sentences through play and talk

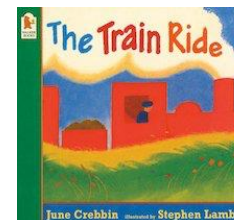
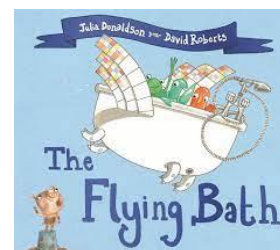
Observation checkpoint : shifting attention

Develop opportunities to use vocabulary : because, or, and

Model future and past tenses in speech

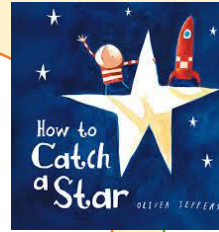
Sort sounds and listen for the initial sounds in words

Further develop knowledge of the world through quality literature – Pig in the Pond, Snail and the Whale, The Flying Bath, Mr Gumpy's Outing, The Train Ride



Through faith, friendship and fun we learn and grow.





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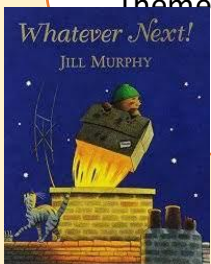
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Vocabulary linked to themes and stories – child led learning

Curiosity Box to promote vocabulary, clapping new words, revisit new words, use new words in context

Constant modeling of language by adults, scaffolding pupil's current speech, complimenting and moving forward with new words

Theme specific vocab – solar system, planets, astronaut, rockets



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Begin to find words that **rhyme**/ sound the same

Join in with a repeated phrase in a familiar book

Phase 1 phonics

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Theme specific vocab – star, shape, points, space

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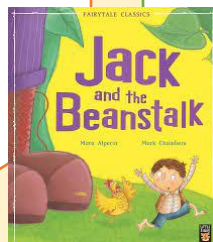
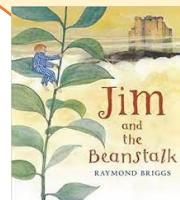
Retell a well-known story – The Little Red Hen

Identify the features of a non-fiction text

Describe events in some detail, extending ideas when supported through questioning by an adult

Key words for traditional tales – Once upon a time, setting, character, ending

Language and vocab associated with transport, fire engines, police cars, journeys they make, ambulance, transport



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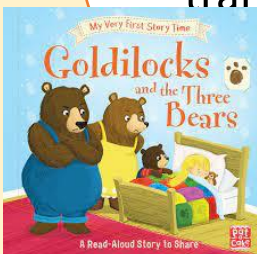
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Talk 4 Writing – Once Upon a time actions for key words, join in with repeated phrases 'they lived happily ever after'



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COMMUNICATION AND LANGUAGE – YEAR B – WILLOW – SUMMER TERM – UGLY BUG BALL & HOW DOES YOUR GARDEN GROW

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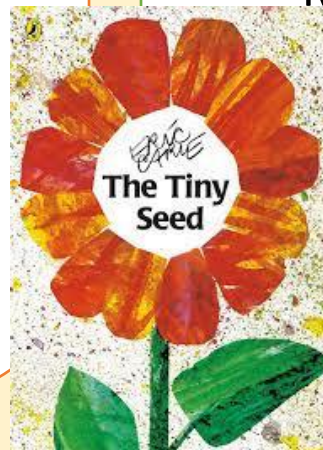
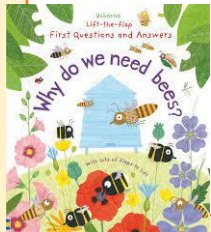
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Vocabulary – insects, vertebrae, fly, crawl, slither, grouping, bugs, wings, legs,

Parts of a plant, growing, fruit and vegetables, nurture, bulb, seed



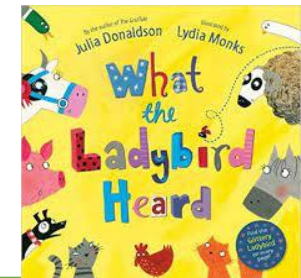
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