



Sequenced learning and skills Preschool age 2-4 and Reception

<p style="text-align: center;">Communication and language</p> <p>EYFS Statutory Educational Programme: 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.</p>	<p>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 environment in which adults narrate, ask questions, model language, provide a running commentary, repeat and extend language, to give children reasons and a desire to talk. Children are supported with their communication and language, through modelling language, extending vocabulary, a Wellcomm assessment is carried out at Preschool termly, actions are carried out with the child's key person and shared with the child's parents/carers. Termly assessments are carried out and appropriate next steps are put in place for the child's key person and parents to work on at home. 1-1 interventions are put in place and referrals made where appropriate. Observational checklists are used as part of our starting points/termly assessments.</p>
<p>Preschool 0-3 years will be learning to:</p>	<p>We will support this by: Using non- statutory guidance, development matters, Birth to 5 and our own curriculum and:</p>
<ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. 	<ul style="list-style-type: none"> • Quality adult interactions to promote communication and language • Good listening and prompt modelling • Visual timetables and visual aids

- Gaze at faces, copying facial expressions and movements like sticking out their tongue.
- Make eye contact for longer periods.
- Watch someone's face as they talk.
- Babies and toddlers thrive when you show a genuine interest in them, join in and respond warmly.
- Regularly using the babies and toddlers' names helps them to pay attention to what the practitioner is saying for example: "Chloe, have some milk." It is important to minimise background noise, so do not have music playing all the time.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'. Use gestures like waving and pointing to communication.
- Use gestures like waving and pointing to communicate
- Reach or point to something they want while making sounds. Copy your gestures and words. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'.

- Adults use developmental age appropriate language unique to each child

- Understand single words in context - 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.
- Make themselves understood and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Preschool 3-4 years will be learning to:

We will support this by:

- 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.
- Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to 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."

- Good listening prompt modelled and reinforced
- Visual timetables used alongside behaviour expectations
- Visual aids
- Adults model being a good listener
- Adults use developmental age appropriate language unique to each child
- Literacy rich curriculum
- Home learning activities support parents to understand and Preschool strategies to help their children to listen, attend and understand
- Use of provocation to develop awe and wonder and natural curiosity
- Open ended questioning to support children to describe, discuss and ask questions about what they see.
- Practitioners encourage children to learn the "back and forth art of conversation"
- Language rich environment
- Highly skilled practitioners support children to construct sentences and develop language
- Visual timetable to support with transition times, focus attention and minimise dysregulation.

Reception will be learning to:	We will support this by:
<ul style="list-style-type: none"> ● understand how to listen carefully and why listening is important ● learn new vocabulary ● use new vocabulary throughout the day ● ask questions to find out more and to check they understand what has been said to them ● articulate their ideas and thoughts in well-formed sentences ● connect one idea or action to another using a range of connectives ● 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 ● develop social phrases ● engage in storytimes ● listen to and talk about stories to build familiarity and understanding 	<ul style="list-style-type: none"> ● Adults show genuine interest in knowing more and are led by the children's interests. ● The use of who, where and when questions are used before adults move on to why and then ask 'how do you know' questions. Open ended questions are also used to encourage extended answers. ● Adults use complete sentences in their everyday talk. ● Adults narrate their own and the children's actions and model accurate irregular grammar such as past tense, plurals, complex sentences. ● Adults recap and remind children of previous events. ● Adults make deliberate mistakes highlighting to children that sometimes they might get it wrong and model how to find a solution. ● Adults use sequencing words with emphasis in their own stories: "Before school, I had a lovely big breakfast, then I had a biscuit at break time and after that, I had 2 pieces of fruit after lunch. I'm so full!"

- 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
- engage in non-fiction books
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- listen carefully to rhymes and songs, paying attention to how they sound
- learn rhymes, poems and songs

- Daily story time with a range of books that encourage the use of a range of vocabulary.
- Adults encourage a love of reading by sharing stories, making them come alive with different voices and actions and involve the children with words and actions.
- Role play area with different props to encourage re-enacting different stories.
- Story spoons used within the continuous provision to act out and sequence different stories
- music areas inside the classroom and in the outdoors provision.
- Chanting, song repetition and interactive books are used throughout the week