

Communication & Language

INTENTION

Through the EYFS curriculum, we intend to inspire confident communicators who can share their thoughts, feelings and opinions with others. We wish to expand the children's vocabulary and enrich it through hands on practical experiences. We want our children to communicate with confidence, in their home language as well as in English, using an appropriate system of communication. We want our children to understand that language is powerful, both verbal and non-verbal, and through language children can express wants, needs, ideas and to be able to articulate their rights.

CONTEXT

At Bloomsbury the very large majority of children have EAL. Currently we have 33 languages – how amazing is that! Whilst this diversity is to be celebrated, we do acknowledge that having EAL can create barriers to learning. We understand that children will learn English from a strong foundation in their home language. It is important for families to use their home language for linguistic as well as cultural reasons. We value the use of Makaton as a universal language that connects us all. We use WellComm as a tool to assess language and plan for next steps to support children's progress.

CITY & LADYWOOD DISTRICT DATA

Ladywood is the most deprived ward in the city. Children from more disadvantaged backgrounds may have fewer chances and opportunities to develop their vocabulary through experiences. Communication and Language outcomes for the Ladywood District, as measured by the Early Years Foundation Stage Profile 2019, inform that 72.77% of children achieved a good level of development. The average across England is 82.2%. **Removing this inequality is a priority for us.**

EDUCATIONAL PROGRAMMES EYFS 2021

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.

EARLY LEARNING GOALS

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

ELG: Speaking

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.

We recognise that children are not expected to achieve these goals whilst at nursery school.

Studies show that once babies begin to understand words their vocabulary increases quickly:

- by age 1, children recognise about 50 words
- by age 3, children recognise about 1,000 words
- by age 5, children recognise about 10,000 words

<https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language>

Autumn	Spring	Summer
It's good to be me! Identity, Heritage, Uniqueness, Rights, Attachment & Security.	The World Around us	Growing & The Great Outdoors Transitions
<p>Events:</p> <p>Leadership roles Learning to say 'Hello' in Makaton Core books Core rhymes/songs Introduction to expectations/charters Black History week Diwali Bonfire night</p> <p>Parent Workshops: Welcome Meeting Christmas Starting Points Spotlight</p>	<p>Events</p> <p>Leadership roles Learning to say 'Hello' in community languages Core books Core Rhymes Chinese New Year celebrations Reading week/World Book Day Literacy & World Book Day</p> <p>Parent Workshops: Mothers' Day Easter celebrations Vaisakhi</p>	<p>Events</p> <p>Leadership roles Learning to say 'Hello' in community languages Core books Core Rhymes Walk to school week Eid al-Fitr celebrations Summer Carnival Caterpillars & chicks</p> <p>Parent Workshops: Fathers' Day Transition day Summer trip Graduation celebration</p>

Sunflowers Autumn	Sunflowers Spring	Sunflowers Summer
<ul style="list-style-type: none"> • Know their keyworkers name – say or sign • Recognise their own name – self register • Communicate basic needs through language or signs- toilet, hungry, thirsty, happy & sad • Use a simple sentence to make a choice at group time – ‘ I want to play in the garden’ • Show an interest in songs and rhymes • Understand, access & read visual timetables • Understand and act on longer sentences like make teddy jump or find your coat. • Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	<ul style="list-style-type: none"> • Know the names of all other children in their family group • Sing a repertoire of familiar songs and rhymes • Be able to talk about familiar books, and be able to retell a long story • Learns lots of new words and use them in play- specific vocabulary taught each week linked to core books • 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?” 	<p><i>Where do we want our children to be at the end of their time in Sunflowers?</i></p> <p>Listening, Attention & Understanding</p> <ul style="list-style-type: none"> • To listen when they are in a group or with other children • Sits quietly and listen for fifteen minutes • Be able to move away from distractions when concentrating <p>Speaking</p> <ul style="list-style-type: none"> • To communicate their wants and needs with confidence, using an appropriate system of communication. • To talk about things they are doing and things they remember • Start conversations with familiar people • To speak clearly and with confidence, speaking in sentences • Join in at group time by putting up hand and waiting their turn to talk

<ul style="list-style-type: none">• 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: 'Hassan's coat', 'blue car', 'shiny apple'.		<ul style="list-style-type: none">• Be able to talk about thoughts even when they disagree and can discuss this using words and actions• Uses longer sentences of four to six words when talking
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