

## EYFS Statutory Educational Programme: 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.

At Saracens Broadfields, many of our children are able to communicate in multiple languages. Our curriculum celebrates this and supports children to continue to develop these skills whilst focusing on developing the necessary skills in communication and language in English, for all children.

Our Golden threads form a sequenced structure to support children's unique pathways to strong attainment. In this way we are able to co-construct our curriculum with our children's interests whilst still ensuring that children are offered the essential knowledge for future success. Our Golden Threads inform our assessment processes and help identify if any child is in need of additional support.

| Golden Threads of Knowledge | FEE2 On Entry   | FEE2 Exit Nursery On Entry   | Nursery Exit Rec on Entry  | REC Exit year 1 On Entry  | ELG for reference  |
|-----------------------------|---|--|--|---|--|
| Receptive Language          | <p>To be able to listen and respond to a simple instruction</p> <p>To be able to begin to understand simple instructions like "give to mummy" or "stop"</p> <p>To be able to copy gestures and words.</p> <p>To be able to understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> | <p>To be able to understand and act on longer sentences like make teddy jump or find your coat.</p> <p>To be able to identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'</p> | <p>To be able to follow two step instructions.</p> <p>Take turns in a conversation with an adult or friend</p> | <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Demonstrate that they can comprehend new vocabulary which extends beyond nouns</p> | <p><b><i>Listening, Attention and Understanding-</i></b> <i>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.</i></p> |

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| Expressive Language   | To be able to use single words, pointing and gesture during play.          | Can use up to 50 words, sometimes putting two or more words together, actively adopting new words and phrases. | <p>To know and be able to use talk to organise themselves and others in play.</p> <p>Be able to express a point of view with a friend or adult – answering simple ‘why’ questions</p> <p>Demonstrate common grammatical forms but make some errors with irregular tenses and plurals e.g. swimm<del>e</del>d, runn<del>e</del>d, sheeps</p> | <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>Speaking-</b> <i>participate in a small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p> |
| Developing Vocabulary | To be able to understand single words in context – ‘cup’, ‘milk’, ‘daddy’. | To know and be able to use some vocabulary taught through interactions and stories over the year.              | <p>To know new vocabulary from texts read to them.</p> <p>To know and use language from stories in role play activities and performances.</p>   | To know and be able to use vocabulary taught from a wide range of topics.   | <p><b>Speaking- Express</b> <i>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.</i></p>                        |

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| Developing Questioning skills                     | Beginning to respond to simple questions through categorisation e.g. my coat or your coat? – supported through gestures and props.  | To be able to understand and use simple questions about ‘who’, ‘what’ and ‘where’                       | To be able to understand ‘how’ and ‘why’ questions.  | Ask questions to find out more and to check they understand what has been said to them  | <i>Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding;</i>                                   |
| Interacting with stories and Developing Narrative | To be able to enjoy singing, music and toys that make sounds.<br><br>Enjoys listening to short simple stories that are supported by props or pictures – particularly those with repetition and patterned language | To be able to listen to simple stories and understand what is happening, with the help of the pictures. | To be able to continue to talk about stories, story settings, characters, and story structures.<br><br>To be able to retell familiar and invented stories. | To listen to and talk about stories to build familiarity and understanding.<br>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <i>Speaking– Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</i> |