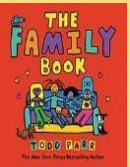
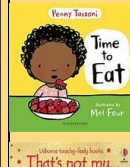
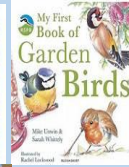
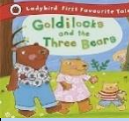
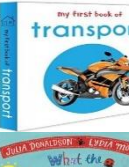
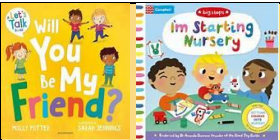




Statutory Guidance from the EYFS Framework for Communication and Language:

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ongoing – All about me, starting nursery, special people (family members, Key Person due to children arriving at different times of the year). Refer to Autumn 1					
Potential Themes/ Interests of children	I can do it! Starting Nursery Special people (family, Key Person) Autumn	Food and Drink Colours Christmas Winter	Dinosaurs Night and Day Big and small animals	Spring On the Farm Favourite stories and songs Easter arts and crafts	Superheroes Out and about Minibeasts	Summer Transport and travel Water
Possible Celebrations & Experiences	Harvest Friendship month	Bonfire Night, World Food Day, Christmas Nativity, Diwali, Nursery Rhyme week (Nov)	Lunar New Year / Chinese New Year Big School's Birdwatch Storytelling week Pancake Day	Mother's day, World Book Day World Sleep Day Easter egg hunt.	National Pet Month (April) Earth Day	Eat your veg day (June) World Oceans Day Father's Day
Suggested Texts – Fiction and Non- Fiction	 	   	   	   	   	   

						
The 3-4-year-olds expectations in Communication and Language for reference. Where are children going?	Listening and Attention • Enjoys listening to longer stories and can remember much of what happens. Pays attention to more than one thing at time, which can be difficult. Understanding • Understands questions or instructions that has two parts, understands 'why' questions. Speaking • Use talk to organise themselves and their play. Start a conversation and continue for many turns. Be able to express a point of view and to debate when they disagree using words as well as actions. Use longer sentences of 4 to 6 words. Develop their pronunciation by may have problems saying some sounds (r,j,th,ch,sh and multi-syllabic words). Develop communication but may have problems with irregular tenses and plurals. Sing a large repertoire of songs, know many rhymes and be able to talk about familiar books and tell a long story. Use a wider range of vocabulary.					



	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Ongoing Communication and Language skills developed throughout the year	Communication and Language is developed throughout the year through; • High quality interactions. • Learning new vocabulary and its meaning. • Using new vocabulary in a range of contexts. • Learning new rhymes, poems, stories and songs and repeating these • Gestures, sounds and facial expressions • Copying gestures and words • Use the speech sounds p,b,m,w • Pronounce l,r,w,y,f,th,s,sh,ch,dz,j • Says multi-syllabic words such as 'banana' and 'computer'					
Listening and Attention	Copies what adults do – taking 'turns in conversation'. Sounds, copy, watch, look, turn, point, look, face, eyes, mouth, speak, listen, match, words, baby, family, special, person, key person, names. Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs – sing inside and outdoors. Provide inviting displays and pictures of familiar	Recognises and is calmed by a familiar and friendly voice. Copies what adults do – taking 'turns in conversation'. Listens and responds to a simple instruction. Same, different, copy, match, sounds, listen, hear, turn take, instruction, hear, look, watch, song, story. Songs, stories and	Listens to simple stories and understands what is happening with the help of pictures. Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult. Listen, story, song, rhyme, picture, help, watch, look, listen, hear, activity, play, turn take, sounds. Provide themed books linked to children's interests, place books close to small world e.g.	Listens to simple stories and understands what is happening with the help of pictures. Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult. Listens to people talk with interest but can be easily distracted by other things. Favourite, choice, play, songs, nursery rhymes, sounds, listen, story, rhyme, picture, help, watch, look, listen, hear, activity, play, turn take, sounds, wait.	Listens to simple stories and understands what is happening with the help of pictures. Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult. Listens to people talk with interest but can be easily distracted by other things. Favourite, choice, play, songs, nursery rhymes, sounds, listen, story, rhyme, picture, help, watch, look, listen, hear,	Listens to simple stories and understands what is happening with the help of pictures. Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult. Listens to people talk with interest but can be easily distracted by other things. Favourite, choice, play, songs, nursery rhymes, sounds, listen, story, rhyme, picture, help, watch, look, listen, hear,

	characters in the environment, including in physical care areas, to prompt children's focused and shared attention. .	rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs. Send rhymes home to learn, learn rhymes from parents, choose songs and rhymes that reflect a range of cultures, are current to the twenty first century, languages and not stereotypical. Children can choose the songs and rhymes that they want to join in with from a sack or on lolly stick puppets, provide cookbooks in the home corner. Make voice sounds and say words as babies explore print and digital books with adults – leave pauses after words and sounds to encourage babies to begin to repeat them if they choose to.	books about dinosaurs near them. Children can choose the songs and rhymes that they want to join in with from a sack or on lolly stick puppets. Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs.	hear, activity, play, turn take, sounds. Provide small world opportunities linked to stories. In warmer weather, share books outside on a picnic rug or in small tents. Children can choose the songs and rhymes that they want to join in with from a sack or on lolly stick puppets. Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs. Use different voices to tell stories and encourage young children to join in wherever possible.	Provide opportunities to explore other environments, local walks, trips out such as the park. In warmer weather, share books outside on a picnic rug or in small tents. Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs – sing inside and outdoors.	activity, play, turn take, sounds, wait. In warmer weather, share books outside on a picnic rug or in small tents.
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Understanding Skills Intent Vocabulary Implementation						
	Understands single words in context. Understands frequently used words such as 'all gone' and 'bye-bye'. Hello, goodbye, bye-bye, want, need, listen, gone, now, give, point, tell, say, word, bottle, cup, food. Provide actions for words e.g. signing. Find out about home languages and how children make themselves understood at home. Display words from home languages. Use actions to support children's understanding of songs and rhymes.	Understands single words in context. Understands simple instructions like 'give it to me' or 'stop'. Hello, goodbye, bye-bye, want, need, listen, gone, now, give, point, tell, say, word, bottle, cup, food, stop. Use actions to support children's understanding of songs, rhymes and stories. Plan real world shared experiences such as everyday tasks, or preparing activities in the setting.	Identifies familiar objects and properties for practitioners. Understands and acts on longer sentences (3 words). Recognises and points to objects if asked about them. Familiar words and objects, words, tell, say, listen point, find me, where, gone, positional language. Check children's understanding by asking them to point to particular pictures. Use actions and props to support children's understanding of songs, rhymes and stories.	Identifies familiar objects and properties for practitioners. Understands and acts on longer sentences (3 words). Recognises and points to objects if asked about them. Familiar words and objects, words, tell, say, listen point, find me, where, gone, positional language. Check children's understanding by asking them to point to particular pictures. Use actions and props to support children's understanding of songs, rhymes and stories.	Understands and acts on longer sentences (3 words). Understands simple questions about 'who', 'what', and 'where'. Familiar words and objects, words, tell, say, listen point, find me, where, gone, positional language, who, what, where. Use actions to support children's understanding of songs and rhymes. Plan real world shared experiences such as visits, everyday tasks, or preparing activities in the setting.	Understands and acts on longer sentences (3 words). Understands simple questions about 'who', 'what', and 'where'. Familiar words and objects, words, tell, say, listen point, find me, where, gone, positional language, who, what, where. Use actions to support children's understanding of songs and rhymes. Plan real world shared experiences such as visits, everyday tasks, or preparing activities in the setting.

	Plan real world shared experiences such as everyday tasks or preparing activities in the setting.					
Speaking Skills Intent Vocabulary Implementation	Uses intonation, pitch and changing volume when 'talking'. Sound, talk, wave, point, copy, match, want, grab, see, hear, touch, taste, smell. Find out from parents the words that children use for things that are important to them e.g. comforters remembering to extend this question to home languages. Provide appropriate	Copies gestures or words. Talk, wave, point, copy, match, want, grab, see, hear, touch, taste, smell, reach, grasp, words. Give meanings to gestures and pointing – verbalise. Use talk often, but not to overwhelm – allow babies and toddlers to take the lead and then respond to their communication.	Makes themselves understood and can become frustrated when they cannot. Sound, talk, wave, point, copy, match, want, grab, see, hear, touch, taste, smell, reach, grasp, words, speak, tell, say. Give meanings to gestures and pointing – verbalise. Model being calm and provide reassurance to tantrums.	Develop pretend play Start to say how they are feeling using words as well as actions. Sound, talk, wave, point, copy, match, want, grab, see, hear, touch, taste, smell, reach, grasp, words, speak, tell, say, pretend, action, feel, sad, happy, angry, upset. Allow plenty of time to have conversations together. Help toddlers express their feelings – suggest words to describe their	Develop pretend play Start to say how they are feeling using words as well as actions. Start to develop conversation, often jumping from topic to topic. Sound, talk, wave, point, copy, match, want, grab, see, hear, touch, taste, smell, reach, grasp, words, speak, tell, say, pretend, action, feel, sad, happy, angry, upset, talk, chat, conversation, what, when, who.	Develop pretend play Start to say how they are feeling using words as well as actions. Start to develop conversation, often jumping from topic to topic. Sound, talk, wave, point, copy, match, want, grab, see, hear, touch, taste, smell, reach, grasp, words, speak, tell, say, pretend, action, feel, sad, happy, angry, upset, talk, chat, conversation, what, when, who.

	sensory experiences – create cosy spaces.		Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary and language structures. Model using descriptive commentary during play.	feelings and talk about why they may be feeling a particular emotion. Model using descriptive commentary during play.	Allow plenty of time to have conversations together. Help toddlers express their feelings – suggest words to describe their feelings and talk about why they may be feeling a particular emotion. Tune in and listen joining in with their play. Model using descriptive commentary during play.	Allow plenty of time to have conversations together. Help toddlers express their feelings – suggest words to describe their feelings and talk about why they may be feeling a particular emotion. Tune in and listen joining in with their play. Model using descriptive commentary during play.
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