

Communication and Language Development

EYFS Area of learning		Where this is found in the curriculum planning/ Assessment Opportunities
Listening, Attention and Understanding	-Enjoys listening to longer stories and can remember much of what happens -Can find it difficult to pay attention to more than one thing at a time -Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door" -Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"	Autumn weeks 1&2, Autumn Term POR books. Retell of Biscuit Bear. Objective Led Planning - initial observations. Autumn Term POR. Oh No George, Biscuit Bear.
	-Understands how to listen carefully and why listening is important -Learns new vocabulary -Uses new vocabulary through the day -Engages in story times -Listens to and talk about stories to build familiarity and understanding -Listens carefully to rhymes and songs, paying attention to how they sound -Learns rhymes, poems and songs -Engages in non-fiction books	Carpet Time Vocabulary linked to Spring Term POR Retell of Blue Penguin End of the day story time. Blue Penguin, Anna Hibiscus, No Dinner The Train Ride/ We're Going On a Bear Hunt Music Lessons, End of the Day Singing Time, Nativity Australia (The Koala Brothers)/ Look Inside Space/ Dinosaurs - Differences- Australia and UK
	-Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary -Asks questions to find out more and to check he/she understands what has been said to him/her -Is able to articulate his/her ideas and thoughts in well-formed sentences -Can connect one idea or action to another using a range of connectives -Is able to describe events in some detail -Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen -Is developing social phrases -Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words -Uses new vocabulary in different contexts	People Who Help Us/Autumn/Dinosaurs/Surprising Sharks/Australia - vocabulary and facts linked to these books Summer Term POR books, phonics times. Carpet time - Summer POR books. Carpet time - Summer POR books - Objective Led Planning for LSAs during carpet time. Kings and Queens /What the Ladybird Heard- What happened First, Next etc. Jack and the Beanstalk - Retell Summer Term POR Books - Eroll's Garden
Speaking	-Uses a wider range of vocabulary -Sings a large repertoire of songs -Knows many rhymes, is able to talk about familiar books, and can tell a long story -Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: -some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' -Uses longer sentences of four to six words -Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions -Can start a conversation with an adult or a friend and continue it for many turns -Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver."	Autumn Term POR Books, Topic Planning - Carpet Time, 1:1s End of the day Singing. (Add to Planning Timetable). Objective Led Planning/ Bear Hunt - Initial Observations for our own Base Line Autumn Term POR Books, Initial Observations for our own Base Line. Autumn Term POR Books, Initial Observations Biscuit Bear - What do you think he'll do next? Objective Led Planning - Initial Observations for our own Base Line Objective Led Planning - Initial Observations for our own Base Line
	-Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers -Make comments about what they have heard and ask questions to clarify their understanding -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during small group interactions	Objective Led Planning - LSA Observations during Carpet Time. Spring POR, Topic - How to Find a Fruit Bat/Blue Penguin/ Australia/ - What should she do/ What do you know about Penguins/ Sharks/Australia? Spring POR, Topic - No Dinner - What should the old lady do?, Jolly Postman
	-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 -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. -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	Somebody Swallowed Stanley/ Commotion in the Ocean, Topic, RE, Phonics, Objective Led Planning - LSA/CT Observations during Carpet Time. Daisy's Dragons/History - Kings and Queens/ Somebody Swallowed Stanley/ RE, Phonics, Objective Led Planning - LSA/CT Observations during Carpet Time. Summer POR, Topic, Phonics, Someone Swallowed Stanley, Commotion in the Ocean, RE, Are you for or against spiders? How can we make beaches safer for sea creatures? How Does a Tadpole Grow, Kings and Queens Very Hungry Caterpillar, Somebody Swallowed Stanley./; Here's a Little Poem, Commotion in the Ocean.