

Progression of spoken language in EYFS - Communication and Language

The development of children's spoken language underpins all of the seven areas of learning and development in Reception. At Victoria Road Primary School, these experiences are carefully planned to ensure that children are well prepared for the demands of the National Curriculum for English, particularly Spoken Language, when they begin Year 1.

In Reception, we recognise that children's back-and-forth interactions from an early age form the foundations for language and cognitive development. At Victoria Road, we recognise the diverse backgrounds and cultural heritage of our children and use this starting point to plan our communication and language experiences the moment they start school. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, staff at Victoria Road build children's language effectively, promoting an environment filled with rich language. Reading frequently to children, and engaging them actively in carefully selected stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, gives children the opportunity to thrive. Through conversation, story-telling and role play, children are able to share their ideas, and with support and modelling from adults they can successfully build on their initial starting points. The table below illustrates how communication and language is developed in EYFS at Victoria Road Primary School.

<i>Children in Reception will be learning how to:</i>	What it looks like at Victoria Road.
<i>Understand how to listen carefully and why listening is important.</i>	<p>Promote and model active listening skills: "Wait a minute, I need to get my listening ears ready to show that I am ready to learn" I can't see your face turn and face me so that I can hear what you are saying.</p> <p>Signal when you want children to listen: "Show me that you are listening 123 show me that you're listening by looking at me"</p> <p>Link listening with learning: "I can tell that you are listening so carefully, you knew the answer and what happened next."</p>
<i>Learning new vocabulary.</i>	<p>Identify new vocabulary before planning activities, for example, plants : ' growth', 'stem', 'bulb', 'seeds', 'root', 'leaves' 'flowers' 'seeds' 'pollen'</p> <p>Music 'rhythm', 'expression', 'feelings', 'beat', 'perform', 'instruments' 'pitch' 'high' 'low'</p> <p>Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.</p> <p>Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".</p> <p>Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like?"</p>

	<p>What does it look like? What does it feel like? What does it sound like? What does it taste like?"</p>
<p><i>Using new vocabulary through the day.</i></p>	<p>Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour - I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"</p> <p>Use the vocabulary repeatedly through the week.</p> <p>Keep a list of previously taught vocabulary and review it in different contexts.</p>
<p><i>Asking questions to find out more and to check they understand what has been said to them.</i></p>	<p>Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</p>
<p><i>Articulating children's ideas and thoughts in well-formed sentences.</i></p>	<p>Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</p>

	<p>Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."</p> <p>Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"</p> <p>Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"</p> <p>Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."</p>
<p><i>Connecting one idea or action to another using a range of connectives.</i></p>	<p>Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."</p> <p>Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"</p> <p>Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</p>
<p><i>Describing events in some detail.</i></p>	<p>Making deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...'</p>

	<p>Using sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"</p>
<p><i>Using talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</i></p>	<p>Thinking out loud how to work things out. Encouraging children to talk about a problem together and come up with ideas for how to solve it. Giving children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'</p>
<p><i>Developing social phrases.</i></p>	<p>Modelling talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>