Communication and Language in the EYFS

In the EYFS at Springvale we aim to support everyone to reach their potential by living out our ethos of PLAY TOGETHER LEARN TOGETHER ACHIEVE TOGETHER. We deliver our curriculum through themes, and use a core text as a ‘hook’ to introduce our learning for that term. We plan six topics each year, on a two-year cycle, through which the children learn skills from many areas of the curriculum; communication, PSHE, literacy, mathematics, science, history, geography, physical education, art and design and R.E.

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.**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | Summer 1 | | Summer 2 |
| At Springvale C&L is developed throughout the year through high quality interactions, daily group discussions, topic related activities, sharing circles, PSHE times, daily stories, singing, speech and language interventions, Pie Corbett T4W actions, and Launchpad to Literacy interventions. | | | | | | | | | | | |
| TOPIC – CYCLE A  \*Themes are to be flexible to give freedom to follow children’s interests. | | ALL ABOUT ME | | TRADITIONAL STORIES & SPECIAL TIMES | | CHANGE | | PEOPLE WHO HELP US | LIFE-CYCLES  Plant and animal life-  cycles  Planting a bean  Egg to Butterfly  Marvellous Minibeasts | | WE’RE OFF  Celebrating  similarities and differences between people and places around the world, including space! |
| TOPIC **LED** BY  (See document ‘UW in the EYFS’ for specific vocabulary linked to each topic) | | PSHE  Understanding the World (Past & Present) | | Literacy  Understanding the World (People, Culture & Communities) | | Understanding the World (The Natural World) | | Understanding the World (People, Culture & Communities/Past and Present) | Understanding the World (The Natural World) | | Understanding the World (People, Culture and Communities) |
| CORE TEXT | FS1  **Michael Rosen**  **We’re Going on a Bear Hunt**  FS2 | | FS1  **Julia Donaldson**  **Room on the Broom**  FS2 | | FS1  **Jill Murphy**  **Peace at Last**  FS2 | | FS1  **Martin Wadell**  **Farmer Duck**  FS2  **Zog and the Flying Doctors**  **Julia Donaldson** | | | FS1  **Julia Donaldson**  **Monkey Puzzle**  FS2 | FS1  **Jill Murphy**  **Whatever Next**  FS2  **The Ugly Five**  **Julia Donaldson** |
| Listening Attention and Understanding FS1 | | Enjoy listening to longer stories and can remember much of what happens.  Understands a two part question or instruction  Understand ‘why’ questions | | | | | | | | | |
| Listening Attention and Understanding FS2 | | Understands how to listen carefully and why it is important  Learns and uses new vocabulary  Engages in story-time, listens to and talks about stories, building familiarity and understanding  Listens carefully to, and learns, rhymes and songs  Develops knowledge and vocabulary through listening to and talking about selected non-fiction | | | | | | | | | |
| Speaking FS1 | | Use a wider range of vocabulary  Knows many rhymes, be able to talk about familiar books, and be able to tell a long story.  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Use longer sentences of four – six words.  Is able to express a point of view, using words and well as actions  Can start a conversation and continue it for many turns  Uses talk to organise play or him/herself | | | | | | | | | |
| Speaking FS2 | | Asks questions to find out more  Articulates their ideas in sentences  Connects one idea or action to another using a range of connectives  Is able to describe an event in detail  Uses talk to solve problems and organise thinking and ideas  Is developing social phrases  Can re-tell a familiar story  Uses new vocabulary in different contexts | | | | | | | | | |