

Communication and Language Knowledge Sequencing at Knavesmire Primary

Intent:	Communication and Language skills play a crucial role in the success of future learning so it is key that they play a fundamental part in our Early Years curriculum. Our intent is to form the foundations for language and cognitive development from an early age to allow children to access Nursery and School to the maximum potential. We want children to develop holistically and have the communication, social and academic skills that they need to move through life and all succeed together!
Substantive knowledge in Communication and Language:	Children learn a rich vocabulary based on meaningful interactions and exciting, well planned out stories, books and rhymes! Children learn how to communicate with adults and peers and articulate themselves.
Disciplinary knowledge in Communication and Language:	Knavesmire Early Years is full of mutual respect, where children are spoken to with ambitious language and vocabulary, this allows them to put their new words and knowledge into action and use is on a daily basis. They use words from our Big Ideas and from our books in context. Children use their social communication to build successful relationships with peers and adults in the setting. Children have a voice and they know it is heard; Through PAG groups and plentiful opportunities to speak up, perform and use their voices, children can practise their skills, embedding them for the future.
Communication and Language:	The fundamentals to success!



EYFS Communication and Language

Nursery

Communication and Language is developed throughout children's time at Nursery through our language rich environment; staff have time for the children and develop high quality interactions. Communication skills are developed through daily group discussions, baking and gardening sessions, sharing circles, PSHE times, stories, singing, speech and language interventions, Talk for Writing, EYFS productions, Forest School, assemblies, daily reflections, weekly interventions and everything else that happens in the day from the moment that they enter school to the moment that they leave school/nursery or after school club!

Children leave Nursery with a **love of stories** and keen to listen to what the teacher says next! They have **developed focus** and can begin to **sit for longer periods** of time, ready to take on the challenges of Reception. They are confident to **ask questions** if they are not sure.

Key Texts

The Colour Monster, The Little Red Hen, Goldilocks and the 3 bears, The 3 Billy Goats gruff, Little Red riding hood, Tilda Tries again, Charlie Chooses, Pip and egg, There you are!, The very Hungry Caterpillar, A Tadpole's promise, The Worrysaurus, Harry and his bucket full of dinosaurs, Ravi's Roar.

Listening

- **Know stories** and by talking about them will remember them.
- **Answer questions** to show knowledge learnt through good listening.
- **Respond to others**, knowing what has been said to them.

Attention

- Knows what has happened from paying **attention** in increasing situations.
- Knows and uses a large repertoire of **songs, rhymes and stories**.
- Knows how to respond to others and knows how to keep a **conversation** going.

Understanding

- Knows and responds to what has been asked of them, with 1 part **instructions** such as when cooking,
- Shows understanding by **answering questions** about what they have done or read.
- Knows their own minds and has an **opinion** about some



			things that are important to them.
		Speaking	
		<ul style="list-style-type: none"> • Learn and use new words. • Talks about books, knows and re-tells some longer stories. • Knows how to use some tenses and plurals correctly and developing speech sounds. • Using full and longer sentences. 	



EYFS Communication and Language

Reception

Communication and Language is developed throughout Early Years with our language rich environment; staff have time for the children and develop high quality interactions. Communication skills are developed through daily group discussions, baking and gardening sessions, sharing circles, PSHE times, stories, singing, speech and language interventions, Talk for Writing, EYFS productions, Forest School, assemblies, daily reflections, weekly interventions and everything else that happens in the day from the moment that they enter school to the moment that they leave school/nursery or after school club!

Children in Reception build on the knowledge learnt in Nursery and prepare children for Year 1. They know a **range of stories** and having a good **understanding of a range of books** that they can **relate** to their own lives. They are confident to **talk in group situations**, they have a **broad vocabulary** and use a wide range of words in context. They are able to **articulate** and make themselves heard whilst **responding** to a range of situations **appropriately**. They have **refined their listening** skills and they are **ready for the longer focus sessions** in Year 1. They **listen, engage, ask** questions as well as ask them. Knowledge and skills has been re-visited and built upon throughout Early Years and children are ready to extend their journey.

Key Texts

The Boy Who Loved Everyone, Harry and the Dinosaurs Start School, Pete the Cat, Atlas, Welcome to our World, Here we Are, Georges Marvelous Medicine, A Planet full of Plastic, Zen Shorts, What Do You Celebrate? See inside world Religions, The Heart and the Bottle, How do Dinosaurs say Goodnight? Tyrannosaurus T, National Geographic – Dinosaurs, Oliver’s Milkshake, Grow Strong, Incredible You.



Listening		Attention		Understanding	
	<ul style="list-style-type: none"> • Know that they need to listen and know why this is important and will help them. • Listen and respond to peers and know how to use communication to keep play going. • Can continue rhyme and alliteration. • Makes comments to show their own knowledge and holds relevant back and forth conversations. 		<ul style="list-style-type: none"> • Know detail about stories or events because they have paid attention. • Listens and engages with story times. 		<ul style="list-style-type: none"> • Knows the answers to questions about what they have been learning about/reading/doing. • Asks questions to clarify their own knowledge and understanding. • Relates their own lives to stories. • Shows an understanding of different types of books and knows what fiction/non-fiction are and how we would use these books. • Knows how to follow simple recipes on the cooking station independently.
		Speaking			
			<ul style="list-style-type: none"> • Knows a variety of new vocabulary and use this in context. • Articulate ideas through spoken sentences. • Knows how to connect ideas using connectives. • Knows how to use detail to describe events/stories. 		

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| | | <ul style="list-style-type: none">• Shares knowledge and ideas in larger group sessions.• Knows how to offer explanations and express ideas and feelings.• Knows how to use tenses and plurals correctly uses most speech sounds.• Takes part in democratic discussions | |
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Communication and Language

Moving into Year 1 and the National Curriculum

Children build on the communication and language skills that they have learnt in Early Years in a manner of ways when they reach Year 1 and the National Curriculum. They **listen for longer periods** of time, allowing them to **focus** and **understand** their learning as it **delves deeper**. They know how to use vocabulary and **fluent, articulate questioning** to further their learning and understanding. They learn a range of **new vocabulary**, building on the broad bank that they have acquired throughout Early Years.

Listening		Attention		Understanding	
	<ul style="list-style-type: none"> Know how to listen and respond to peers and adults for longer periods of time. 		<ul style="list-style-type: none"> Knows how to maintain attention and participates without getting distracted. Children have the knowledge of what they are doing and can discuss this with the teacher. 		<ul style="list-style-type: none"> Know how to extend their understanding by asking questions. Children know to say out loud what they are going to write. They know how to compose a sentence and sequence it to form short narratives.
		Speaking			
			<ul style="list-style-type: none"> Extend vocabulary using relevant strategies such as picking out tier 2 and tier 3 vocabulary when reading to themselves. Articulate and justify answers, arguments and opinions with simple explanations. 		

		<ul style="list-style-type: none">• Knows how to give more structured answers to why questions.• Knows how to speak audibly and fluently.• Participates in large and small group discussions, productions and presentations with further confidence.	
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