



EARLY YEARS COMMUNICATION AND LANGUAGE INTENT

In Early Years we support children's instinctive need and desire to communicate by:

- Role modelling the qualities and characteristics of an excellent communicator.
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non-verbal expression.
- Engaging children in conversation.
- Providing a real purpose to listen and talk.
- Valuing the different ways and means that children use to communicate.

Knowledge

Speaking, Listening and Understanding

I know...

- Words carry meaning.
- When it is my turn to speak.
- The meaning of different words.
- What a sentence is.
- Different words can mean the same thing.
- Some words can have more than one meaning.
- Adjectives describe nouns.
- Nouns are objects.
- Verbs are action words.
- Plurals mean more than one.
- Pronouns are used instead of people's names.
- The present tense describes what is happening now.
- The past tense describes what has already happened.
- The future tense describes what is going to happen.
- The rules of conversation.
- Which words start a question.
- Story telling vocabulary.
- How to use my voice in different ways e.g. tone, volume, projection.

Skills

I am learning to...

- Listen
- Sustain attention
- Ask questions
- Explain
- Describe
- Narrate
- Sequence
- Offer an opinion
- Share ideas
- Remember
- Take turns
- Gesture
- Follow instructions
- Respond
- Repeat
- Retrieve
- Take turns
- Process information
- Predict
- Retell
- Connect ideas
- Discuss.

IMPLEMENTATION

Communication and Language is a fundamental core skill. It is the key to enabling children to achieve and provides the strong foundations for future learning. It is promoted through a language rich ethos and environment in which adults narrate, ask questions, model thinking, provide a running commentary, repeat and extend language and give children reasons and a desire to talk.

At the planning stage new and ambitious vocabulary linked to the theme is identified and displayed within the environment in the form of words and sentences acting as visual prompts for adults and children. Careful consideration is also given to how children develop listening, attention and understanding to improve speaking skills.

Within the provision adults actively seek and plan for opportunities to provoke talk. It is also taught through direct teaching e.g. daily group times, snack times and story and rhyme-time. A Curiosity Table is used to display intriguing objects and pictures and children are encouraged to describe, discuss and ask questions about what they see.

The Investigation Area is used to pose questions and extend language through observing change, growth and new life. Enhancements are regularly added to all areas of the provision as a stimulus to inspire interest and engage children in talk e.g. setting up a scenario in the Role Play to encourage discussion and problem solving.

Adults have a sound knowledge and deep understanding of how children learn to talk. They move fluidly around the environment, modelling the qualities of a good communicator and searching for opportunities to engage with children in conversation.

IMPACT

By the end of Foundation Stage I will be able to...

- Express opinions, feelings and ideas.
- Ask questions.
- Retell in sequence.
- Use a range of vocabulary.
- Make positive relationships.
- Give reasons.
- Speak in full sentences.
- Participate in discussions.
- Take turns in conversation.
- Describe and explain.
- Use tenses and conjunctions in my talk.