

EYFS - Communication and Language

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, storytelling 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.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- 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.
- 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.

Year 1 – 6 Spoken language

Year _____

NC PoS	What does it look like in your classroom? How are these programmes of study explicitly taught?
listen and respond appropriately to adults and their peers	
ask relevant questions to extend their understanding and knowledge	
use relevant strategies to build their vocabulary	
articulate and justify answers, arguments and opinions	
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	

use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	
speak audibly and fluently with an increasing command of Standard English	
participate in discussions, presentations, performances, role play/improvisations and debates	
gain, maintain and monitor the interest of the listener(s)	
consider and evaluate different viewpoints, attending to and building on the contributions of others	
select and use appropriate registers for effective communication	