**Educational Programme: Communication and Language Development**

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.

**Early Learning Goal: Listening, Attention and Understanding**

* 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 conversations when engaged in back-and-forth exchanges with teachers and their peers.

**Early Learning Goal: Speaking**

* 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 own 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.

**Our Intent at ELAN Multi-Academy Trust**

Through the provision of a language rich environment across all areas of learning, we will enable children to become effective communicators who: understand spoken instructions; use sentences that are well- formed (including longer sentences with two or more parts in past, present and future tenses); use talk to describe things; help work out problems, negotiate and interact with others; ask relevant questions or make relevant comments about what they have heard; re-tell stories; continuously develop and enhance their vocabulary.

Through their interactions with children across all areas of learning, adults will: promote and model active listening skills; extend children’s thinking through sensitive and careful open-ended questioning; model speaking in full sentences and scaffold children’s language development by providing sentence stems/ key vocabulary and phrases and using a range of strategies to promote quality conversations.

Refer to Development Matters for any further guidance needed for specific cohort learning and development needs.

**School Inspection Handbook July 2022**

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress’ (page 84).

**Interactions and Listening Definitions and Guidance**

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| **Back and Forth Interactions**  The child gains something positive from the interaction that he/she did not have before. | | | **Listening**  Listening is different to simply hearing. It means interpreting different sounds, while beginning to understand social interactions.  Understanding means processing what’s being communicated, beginning with simple ideas and vocabulary. | | |
| Back and forth interactions involve the adult in:  • thinking out loud, modelling new language for children  • paying close attention to what the children say  • rephrasing and extending what the children say  • validating the children’s attempts at using new vocabulary and grammar by rephrasing what children say if necessary  • asking closed and open questions  • answering the children’s questions  • explaining why things happen  • deliberately connecting current and past events (‘Do you remember when…?’)  • providing models of accurate grammar  • extending children’s vocabulary and explaining new words  • connecting one idea or action to another  • helping children to articulate ideas in well-formed sentences. | | | Ways of supporting good listening include:  • Deciding on a signal to alert children to listen  • Showing children what good listening looks like through the teacher’s own behaviour  • Reinforcing and praising good listening. | | |
| **Our Commitments** | | | | |
| **Understanding Language Structure**  **(the elements of a sentence)** | **New Vocabulary** | **Quality Conversations** | | **Interventions** |
| **Autumn 1**  1. Model the use of ELKLAN or similar for creating sentences using pictures for the subject and verb. Use rainbow sentence colours.  2. Children use prepared sentences using pictures for the subject and verb.  3. Children create their own sentences using pictures for the subject and verb.  **Autumn 2**  Use the above process linked to the phonics programme.  Consider varying tenses.  **Spring 1**  Demonstrate adding the ‘where’ and ‘when’ to the subject and verb. Use a mixture of pictures and words.  **Spring 2**  Use the above process linked to the phonics programme.  Consider varying tenses.  **Summer**  Introduce the ‘how’. Children understand language structure using all five elements of rainbow sentences.  Show children how they can play with language structure by manipulating the sentences e.g. move the ‘how’ to the front of the sentence. Say the first sentence out loud and describe the picture that you have in your mind, say your revised sentence and describe what you ‘see’? Is it the same image in your mind? | Introduce a new word a week from a text that has been shared with the class.  Tier 1 words: Basic words that are easily explained and understood.  Tier 2 words: Precise, interesting and sophisticated words that are common in texts but not in everyday spoken language.  Tier 3 words: Domain specific words that have low frequency of use.  Use Multiple Encounters or Word Magic to support children to embed new vocabulary.  Multiple Encounters  1. Contextualise in the story; 2. Children say the word;  3. Explain the meaning;  4. Provide examples in other contexts;  5. Children provide examples from other contexts.  Word Magic (ICAN).  1. What is it used for?  2. What does it look, sound, smell or taste like?  3. Have you got one or seen one?  4. What sounds are in the word?  5. What does it remind you of?  Create a class book and/or class glossary to help us to remember the new vocabulary learnt over time. | Discuss and agree with children, what makes a quality conversation?  Actively teach children how to have a conversation: listening; responding to what others have said; taking turns.  Create an area for talk e.g. a conversation station; a communication friendly space or by providing stimuli to prompt conversations.  Strategies to support quality interactions and facilitate quality conversations:   * Pole bridging (providing a running commentary of what the child is doing); * Recasting strategies (repeating back what a child has said while modelling the correct tense or adding in new vocabulary). * Wait time (giving children up to 10 seconds to respond to a question). * Talk partners. | | Talk Boost and/or NELI for those children who need additional support to keep up.  Provide dual language texts for children with English as an additional language.  Provide British Sign Language books or MAKATON books for those children who use this mode of communication. |
| **Our Commitments** | | | | |
| **Reading** | **Engaging** | **Storytelling** | | **Role Play** |
| Read five times a day (stories, poems, rhymes, non-fiction).  Teach three ways to enjoy a book.  1. Enjoy the pictures.  2. Read the words.  3. Retell the story.  Provide a high-quality reading area that is organised into categories:   * stories; * poems (poetry cards); * rhymes (including nursery rhymes); * Theme (based on children’s interests and fascinations); and * Non-fiction (linked to the above categories); * Books we have read so far.   Rotate the above on a termly basis (autumn, spring and summer) based on the complexity of the text (vocabulary choices and storyline). Ensure all the books have been read to the children.  Plan for an adult to read in the reading area once a week. This will evolve to once a term (autumn, spring and summer) as the year progresses.  Engage parents/carers in reading to or listening to their child read. | Provide decodable reading books for use at home.  Provide high- quality texts and for parents to read to children at home.  Provide a basket (with a cushion and blanket) in the reading area so that the children can select a book and take to another area e.g. outside.  Encourage children to bring in books from home that can be shared in class.  Use a song sack, rhyme bag and nursery rhyme bag.  Have a listening centre.  Create opportunities for reading events to further develop a love of reading. For example, a mystery reader, bedtime stories evening, a class camp fire with hot chocolate or a guest author.  Ensure texts are in other areas of the classroom. For example, in the mathematics area, understanding of the world area or dinosaur books with the dinosaurs. | Plan in Scribe to Stage so that every child is offered a chance to tell a story at least once a term. Ensure every child has their story recorded. For example, scribed on a piece of A5 paper and then transferred to an English book following the story bring acted out.  Model acting out known texts, on the stage, prior to children acting out their own stories.  Ensure adults make time to tell stories to children without using a text.  Talk for Writing: To teach at least three stories over the year, focusing on oral retelling with the aid of story maps. | | Provide a storytelling chair, story  stones or story spoons.  Have a high-quality wooden block play area with small world resources and fabric so that children have opportunities to act out stories.  Ensure the home corner has ‘real’ resources such as, china plates and that new resources are placed in this area on a rotational basis such as, real vegetables and knives. Ensure an adult models in the home corner at least every three weeks. This will evolve to once a term (autumn, spring and summer) as the year progresses.  Provide additional role play areas based on children’s real-life experiences and linked to understanding of the world planning. |

**Communication and Language Development Matters Observation Checkpoint for 3 and 4-Year-Olds**

* Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?
* Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?
* Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.
* Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?
* Can the child answer simple ‘why’ questions?

**Sensible and Meaningful Assessment**

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| Percentage of children who are ready to progress  End of term 1 | Who needs more experience or a different learning experience (list initials)?  Consider context and range of situations | How will we do this? |
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| Percentage of children who are ready to progress  End of term 3 | Who needs more experience or a different learning experience (list initials)?  Consider context and range of situations | Who needs more experience (list initials)?  Consider context and range of situations. |
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| Percentage of children who are ready to progress  End of term 5 | Who needs more experience or a different learning experience (list initials)?  Consider context and range of situations | Who needs more experience (list initials)?  Consider context and range of situations. |
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Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.