

Communication and Language	<p>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.</p>	
	Teaching and Learning opportunities	<p>Early Development steps from the end of nurse year through to the autumn and spring terms and Early Learning Goals in summer term are the expected levels of development</p>
	Listening, attention and Understanding	<p>Throughout the day whole class and small group teacher input sessions are planned with specific teaching and learning objectives linked to the seven areas of learning. The time the children are expected to sit and listen, maintain attention and concentrate for increase over the year from a few minutes at the start to 20 minutes' sessions at the end of the year. Children with specific needs may have additional support from a TA or have adjustments. The children learn how to listen, concentrate on what an adult is sharing with them, follow instructions, wait for their turn to talk, show interest in what other children are saying and ask and answer questions</p> <ul style="list-style-type: none"> -Understand why listening is so important -Listening and following an instruction -Asking and responding to 'why' questions -Showing interest in the lives of other people and events -Listening to one another in one-to one or small groups -Knowing they need to be quiet and concentrate when listening -Maintain attention, concentrating and sitting quietly during appropriate activities -Responding to instructions involving a two-part sequence -Listening and responding to ideas expressed by others in conversation and discussion -Showing specific interest in a non-fiction book linked to a topic or theme -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 social 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
		<p>Rocket Phonics and Talk for Writing helps children to develop a love for books and supports those children who are not read to regularly at home. By reading the books again and again the children get to know the story well: the plot, the characters, and their actions and motives. It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves. Set books are planned across the year and enable children to use their own experiences as well as experiences taken from these books in their play and story scribing.</p> <ul style="list-style-type: none"> -Showing interest in non-fiction books -Listening to stories with increased attention and re-call -Asking and responding to 'why' questions -Showing interest in the lives of other people and events -Listening to one another in one-to one or small groups -Listening to a whole story from beginning to end -Responding to instructions involving a two-part sequence -Remembering key points from a story without needing prompts -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 social interactions -Make comments about what they have heard and ask questions to clarify their understanding
		<p>Our children to listen to stories using IT to promote the visualization of the plot. This enables children to listen and observe picture books by well-known authors and Traditional Tales. The children can play the stories again and again and join in with the story telling. The children will develop listening and attention, storybook language and new vocabulary with a tool they can use independently.</p> <ul style="list-style-type: none"> -Listening to stories with increased attention and re-call -Listening to a whole story from beginning to end -Responding to instructions involving a two-part sequence -Remembering key points from a story without needing prompts -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 social interactions -Make comments about what they have heard and ask questions to clarify their understanding

	Speaking	<p>Around the continuous provision areas children are encouraged to play alongside and with each other developing their communication and speaking skills. Building sentences, the use of appropriate/new vocabulary and the rules of conversation will be modelled by adults. As children investigate and play in the areas they will communicate and develop their speaking skills from each other. Each week the areas will be enhanced to support the teaching and learning of Understanding the World, Expressive Art and Design, Literacy and Maths.</p>	<ul style="list-style-type: none"> -Expanding their vocabulary to include new words related to the topic or theme -Continuing to use the vocabulary when the topic or theme has ended -Asking questions about understanding -Retelling a simple event in the correct order -Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences -Using talk in pretending that objects stand for something else, e.g. this ruler is my sword -Using new vocabulary in different contexts -Asking questions to learn more about and event or task -Using complete sentences regularly -Using language to explore imaginary events, storylines and themes -Using language to imagine and re-create roles and experiencing in play situations -Linking statements and sticking to a main theme or intention -Using talk to organise, sequence and clarify thinking, feelings and ideas -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
		<p>Children listen to a different book each week linked to the current half term theme. Quality texts are read to the whole class over a week. Discussions are had about the author, type of text and children are encouraged to share their thoughts and ideas and make links to their experiences or other books they have read. Each half term a poem is also learnt and performed.</p>	<ul style="list-style-type: none"> -Linking statements and sticking to a main theme or intention -Using talk to organise, sequence and clarify thinking, feelings and ideas -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 social interactions -Make comments about what they have heard and ask questions to clarify their understanding -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary -Invent, adapt and recount narratives and stories with peers and the teachers