

BUNBURY ALDERSEY CE PRIMARY AND NURSERY SCHOOL

EYFS - Communication and Language



	Rising 3's Autumn	Rising 3's Spring	Rising 3's Summer	3-4 Years Autumn	3-4 Years Spring	3-4 Years Summer
Listening, Attention and Understanding	<p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up." Can the child follow instructions with three key words like: 'can you wash dolly's face?' Listen to simple stories and understand what is happening with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what', and 'where' (but generally not 'why').</p> <p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in the book? For example: "Who's jumping?"</p>			<p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like "Why do you think the caterpillar got so fat?"</p> <p>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?</p>		
	Adults to use a child's name when giving an instruction to focus their listening and attention skills. Share picture books every day with children.	Encourage them to talk about the pictures and the story. Comment on the pictures - for example: "It looks like the boy is a bit worried..." and wait for their response. You might also ask them about the pictures: "I wonder what the caterpillar is doing now?" Books with just pictures and no words can especially encourage conversations. Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them.	When appropriate, you can check children's understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: "Can you show me the big boat?" When talking with young children, give them plenty of processing time (at least 10 seconds). This gives them time to understand what you have said and think of their reply.	Shared reading to take place daily. Listening and attention games to be introduced to the children to learn the names of their new friends and teachers.	Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas.	High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?" Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions. Children to stay focused during a short carpet session or story Children to confidently follow a simple two part instruction.
Speaking	<p>Start to develop conversation, often jumping from topic to topic. Use the speech sounds p, b, m, w. Are usually still learning to pronounce: /r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> <p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.</p>			<p>Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: some sounds - r/j/th/ch/sh, multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver".</p> <p>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?"</p> <p>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."</p>		

			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?		
<p>Adults to tune in and listen to them and join in with their play, indoors and outside.</p> <p>Children to be given plenty of time to have conversations together, rather than busily rushing from one activity to the next.</p>	<p>Adult to take their time when interacting with a child to understand them and talk about what their family life. For example: "OK, I see. You went to the shops with Aunty Maya"</p> <p>Adults to listen to what the child is saying and repeat back to the child what they have said, correcting any mispronunciations</p> <p>Adults must listen patiently. Do not say the words for them.</p> <p>Learn concept words to build into sentences and phrases.</p>	<p>Encourage children to talk. Do not use too many questions: four comments to every question is a useful guide.</p> <p>Children to talk in simple sentences of up to 5 words.</p> <p>Adult to support language development by adding a word when repeating what a child has said. For example: Child : Car Adult: a big blue car</p>	<p>Children given the opportunity to extend their vocabulary. Adults should explain unfamiliar words and concepts and make sure children have understood what they mean through stories and other activities.</p> <p>These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</p> <p>Word Aware and Concept Cat words linked to stories and topic - 2 new words a week.</p>	<p>Children should be exposed to a range of books, songs and rhymes, so they become familiar with and grow to love.</p> <p>Plan language rich activities linked to selected stories to encourage use of new learned vocabulary.</p> <p>Children to learn two new words each week using Word Aware and Concept Cat.</p>	<p>Children may use ungrammatical forms like 'I swimmied'.</p> <p>Expand on children's phrases. Model language that promotes thinking and challenges children: "I can see that's empty - I wonder what happened to the snail that used to be in that shell?" Open-ended questions like "I wonder what would happen if....?" encourage more thinking and longer responses. Help children to elaborate on how they are feeling: "You look sad. Are you upset because Jasmin doesn't want to do the same thing as you?"</p> <p>Children to learn two new words each week using Word Aware and Concept Cat.</p>