



Castlefield School Early Years Curriculum: Communication and Language

An overview of 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. (Development Matters, 2021)

Communication and Language in Context at Castlefield School:

At Castlefield School approximately 70% of children that start school are pupils with EAL; Many of these children have very little or no English language on entry. Baseline data for nursery shows that approximately 96%-100% of pupils start school with language skills significantly below the age related expectation. Many parents are not able to speak English and therefore not able to support their children with their English language acquisition.

Research shows a strong association between language skills in early childhood, school attainment and success in later life. Therefore, we prioritise providing children with a language rich environment where practitioners engage in quality interactions with children during their play. Tailored alternative and augmentative communication is embedded in the Nursery, enabling children to make the best possible start. Children have access to their 'Floor Book' which promotes oracy, builds language and encourages children to know and remember more. Well Comm and Neli are used to support pupils with their language acquisition.

A variety of reading areas are available for children to use, where they can regularly share book and stories with adults and their peers. Key texts are chosen carefully to support themes and specific learning, with 'Never heard the word' to develop vocabulary acquisition. 'Favourite 5' at story time fosters a love of reading with fortnightly 'Share a story' inviting parents and families to join their children.

A progressive and tailored curriculum is in place, to meet the expectation of the EYFS framework whilst catering for the needs of our children. Learning and topics are planned for with the children's interests in mind, however, as many of our children have limited experiences outside the classroom, it is



essential to plan for learning and enrichment activities that introduce new experiences to our children. We endeavour to provide children with a wide range of experiences that encourage speaking and listening and ensure that practitioners are skilled in asking pertinent questions to develop vocabulary.

Progression of skills and knowledge

- Development matters
- Castlefield Curriculum

	Skills	Knowledge	End points
Nursery Two Year Olds will be learning to:	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, (which can be difficult). • Can shift from one task to another if you fully obtain their attention, for example, by using their name. ○ Listen to others one to one. ○ Listen to a story one to one during child-initiated learning. ○ Begin speaking in simple sentences. ○ Say 'hello' to key worker during carpet time either in English or in their home language. ○ Say their own name ○ Respond to simple instructions, e.g. to get or put away an object. 	<ul style="list-style-type: none"> ○ Sing a small repertoire of familiar songs and nursery rhymes independently in English. ○ Begin to respond to non-verbal cues including Makaton. 	<ul style="list-style-type: none"> ➤ To begin speaking in simple sentences. ➤ To sing a small repertoire of familiar songs and nursery rhymes independently in English.
Nursery Three Year Olds will be learning to:	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Enjoy listening to longer stories and can remember much of what happens. • Be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes. ○ Understand and use many of the linguistic concepts introduced during the 'Wellcomm' programme. 	<ul style="list-style-type: none"> ➤ To start a conversation with an adult or a friend and continue it for many turns. ➤ To sing a large repertoire of songs. ➤ To begin to speak in longer sentences of 4-6 words.



	<ul style="list-style-type: none">• Use a wider range of vocabulary.• Understand and answer simple 'why' questions, like: "Why do you think the caterpillar got so fat?"• May continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.• Use the future and past tense: e.g.- "I am going to the park" and "I went to the shop".○ Develop their pronunciation but may have problems saying: - some sounds: r, j, v, th, ch, and sh - multi-syllabic• Sing a large repertoire of songs.• Know many rhymes.• Understand and use many of the 'special words' introduced during the Neli-N programme.• Use longer sentences of four to six words.• 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.• Start a conversation with an adult or a friend and continue it for many turns.• Use talk to organise themselves and their play: e.g.- "Let's go on a bus... you sit there... I'll be the driver."• Use sentences, joined up with words like 'because', 'or', 'and': e.g.- "I like ice cream because it makes my tongue shiver".	<ul style="list-style-type: none">○ Begin to use non-verbal cues including Makaton to support communication	
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Reception Pupils will be learning to:	<ul style="list-style-type: none">• Understand how to listen carefully and why listening is important.• Learn new vocabulary.• Use new vocabulary through the day.• Ask questions to find out more and to check they understand what has been said to them.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Develop social phrases e.g. – “How are you?”• Engage in story times.• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Use new vocabulary in different contexts.• Listen carefully to rhymes and songs, paying attention to how they sound.• Engage in non-fiction books.	<ul style="list-style-type: none">• Learn rhymes, poems and songs (Recall and sing over ten Nursery Rhymes / songs)<ul style="list-style-type: none">○ Build up a range of topic based words through ‘Never heard the word’	<p>➤ To be awarded the ELGs for Communication and Language</p>
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| | <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | |
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Communication and Language- Early Learning Goals

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.

Planned opportunities to support Communication and Language in Early Years:

- Sustained shared thinking between practitioner and pupils to support to extend language in all areas of the setting.
- Key vocabulary displayed and modelled by practitioners in all areas of the environment.
- Daily story time with quality texts.
- Reading books that match phonics levels and appeal to pupils.
- Relevant books placed in all areas of learning.
- Curiosity cubes with questioning prompts
- Reading Records and book changes that encourage parents to share stories with their children.
- Reading challenge (In conjunction with wider school).



- Wellcomm and NELI programmes to develop language skills.
- Food and drink tasting opportunities.
- Exploration of fruit and vegetables, plants and flowers.
- On site nature walks.
- Age appropriate maps displayed to stimulate curiosity and questioning about the wider world.
- Singing time - All children in EYFS spend a minimum of 10 minutes a day singing songs and nursery rhymes.
- Literacy inputs based around a quality text.
- Drama opportunities and workshops
- Organisation of visits from 'People Who Help Us' in the local community.
- 'Real life' experiences including: Farm visits, local walks, theatre shows, 'life cycle' experiences, festival days and fruit picking.
- 'Everyday' experiences including: Making tea, posting a letter and going on a bus
- Parent workshops to aid parents in supporting with phonics, reading and maths.
- Cooking sessions.
- Role play areas updated regularly and linked to topics and seasons in order to give children opportunities to learn new vocabulary and apply vocabulary they have learned.
- Use of 'Floor books' across the phase, promoting oracy and making links to prior learning.
- Fortnightly 'Share a story' with parents and families supporting book sharing and reading
- Fortnightly 'Stay and play' with parents and families, focusing on key skills and current needs.
- 'Favourite 5' Storytime in place across the phase with story baskets in reading corners
- Use of Makaton to support communication
- Google classroom set up as part of home learning