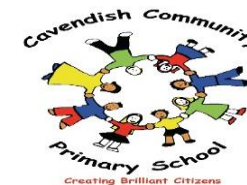


## Cavendish Community Primary School

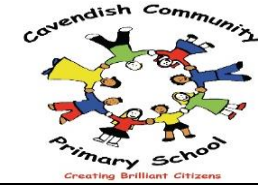
### Nursery Curriculum Overview for Communication and Language

<p>Educational Programme for Communication and Language</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, 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 <b>rich range of vocabulary and language structures</b>.</p>					
<p>Planning around a quality text</p>						
<p>Term</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>



Every practitioner should:	<ul style="list-style-type: none"> <li>• Work out how developed child's communication and language skills are based on observation and knowledge of typical child development. <b>See appendix 'I can'</b></li> <li>• Assess gaps and provide appropriate opportunities for language development.</li> </ul>					
Ongoing Communication and Language skills developed throughout the year	<p>Learning new vocabulary and its meaning.          Using new vocabulary in a range of contexts.          Using new vocabulary and sentence types in conversations and discussions – with teachers and peers.          Learning new rhymes, poems and songs – some of which I can recite.</p>					
Sentence types	<b>Declarative, interrogative. See appendix 'Building a talker'</b>					
Communication and Language: Listening, Attention and Understanding/Speaking	<ul style="list-style-type: none"> <li>-follow simple instructions</li> <li>-recognise and point to objects on request</li> <li>-focus on an activity of my choice</li> <li>-identify familiar objects and properties when they're described</li> <li>-directed to an activity by an adult</li> <li>-understand and follow a 2 key word instruction</li> <li>-use intonation, pitch and different volumes when 'talking'</li> </ul>	<ul style="list-style-type: none"> <li>-listen to simple stories and understand what is happening using the pictures</li> <li>- listen to others when they speak</li> <li>-identify action words by pointing to the right picture</li> <li>-understand simple concepts (big/little, open/shut)</li> <li>-begin to answer who, what and where questions</li> <li>-use the pronouns me, him/her, he/she</li> <li><b>Heather Has Two Mummies</b></li> <li>- use the prepositions in, on, under</li> </ul>	<ul style="list-style-type: none"> <li>-remember what happens in longer stories <b>The Gruffalo's Child</b></li> <li>-understand and follow a key three-word sentence</li> <li>-switch attention between listening to a speaker and focussing on a task</li> <li>-understand the use of objects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>-understand why questions</li> <li>-understand and follow a question or instruction that has two parts</li> <li>-enjoy listening to longer stories <b>Farmer Duck</b></li> <li>-understand prepositions such as 'on top', 'behind', 'under' <b>Handa's Hen</b></li> <li>-use future tense</li> <li>-pronounce l, w, y, s, d, z</li> <li>-use 'where' and 'who' questions <b>Farmer Duck</b></li> </ul>	<ul style="list-style-type: none"> <li>-listen carefully and talk about why listening is important</li> <li>-join in at group time by putting up my hand and waiting for my turn to talk</li> <li>-understand and answer 'how' questions</li> <li>-use past tense</li> <li>-question why things happen <b>The Enormous Turnip</b></li> <li>-pronounce r, j, th, ch, sh</li> </ul>	<ul style="list-style-type: none"> <li>-focus on a chosen activity for at least ten minutes</li> <li>-sit quietly and listen for at least 15 minutes</li> <li>-move away from distractions when concentrating</li> <li>-understand questions such as 'why do you want to wear your boots today?'</li> <li>-express a point of view and debate when I disagree with an adult or friend</li> <li>-use a wider range of vocab in my work <b>Lubna and the Pebble</b> which is linked to</li> </ul>

	<ul style="list-style-type: none"> <li>-make eye contact for longer periods</li> <li>-link for or five words together</li> <li>-use the speech sounds p,b,m,w</li> <li>-use 'words' to make myself understood</li> <li>-use 'what questions</li> </ul>	<ul style="list-style-type: none"> <li>-start a conversation</li> <li>-sing the songs: Incy Wincy Spider, I Hear Thunder, Baa Baa Black Sheep, Hickory Dickory Dock, It's Raining It's Pouring,</li> </ul>	<ul style="list-style-type: none"> <li>-use sentences of four to six words</li> <li>-use 'and 'because' to link spoken sentences</li> <li>-use language to retell a simple past event in correct order</li> <li>-start a conversation with an adult or friend and continue it for many turns</li> <li>-use talk to organise myself and my play</li> </ul>	<ul style="list-style-type: none"> <li>-use a wider range of vocab in play and interactions which is linked to knowledge, skills and technical language in all areas of development</li> <li>-sing independently: (Tommy Thumb, Goosey Goosey Gander, Hey Diddle, Diddle, Hot Cross Buns, Miss Polly Had a Dolly)</li> </ul>	<ul style="list-style-type: none"> <li>articulate multisyllabic words such as hippopotamus, pteradactyl</li> </ul>	<ul style="list-style-type: none"> <li>knowledge, skills and technical language in all areas of learning and development</li> <li>-sing independently: Wind the Bobbin Up, Two Little Dickie Birds, Diddle Diddle Dumpling, Three Blind Mice, Mary Had a Little Lamb, See Saw Margorie Daw</li> </ul>
End of Nursery attainment statement for communication and language	Children at the expected level of development will listen attentively when something interests them, and will be starting to respond with relevant comments and actions. In small group settings, they will comment on what has been read to them and will start to ask relevant questions to clarify understanding. They will take part in small group discussions and begin to offer their own ideas. They will be starting to remember and use recently introduced vocabulary. They will express themselves through declarative and interrogative sentences – sometimes using tense correctly – with support from their teacher.					
The Nursery Year provides the foundation	Listening, Attention and Understanding ELG 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					



<p>for communication and language skills the children will build upon in Reception</p> <p>Where are they going?</p> <p>Reception Expectations</p>	<p>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.</p> <p>Speaking ELG 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.</p>
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