

EYFS: Communication and Language

Our Early Year Outcomes are for our children to be:



In our Early Years at Henley Green, we recognise the importance of the Literacy strand of the curriculum to support our children to achieve our key outcomes, alongside the ELGs in readiness for the Key Stage 1 curriculum.

This development plan has been written to support our 'Intent Statement' and the 'Educational Programmes' in the statutory framework. We have used 'Development Matters' as our curriculum guidance to ensure that the skills outlined are progressive and appropriate to the age and stage of the children.

We place a big emphasis on oral storytelling development and this development plan is intended to be used alongside our 'Storytelling development' progression.

Educational Programme: 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

Communication and Language – Early Learning Goals

Statutory 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.

Statutory 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.

Little Acorns – Skills Progression

	Term 1	Term 2
Autumn	Purposeful Project : All about me B – 3: Use single words during play. B – 3: Understand simple words in context - ‘cup’, ‘milk’, ‘daddy’ B – 3: Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye bye’ B – 3: Recognise and point to objects if asked about them. B – 3: Watch someone’s face as they talk. B – 3: Recognise and are calmed by a familiar and friendly voice. B – 3: Copy gestures and words. B – 3: Generally focus on an activity of their own choice and find it difficult to be directed by an adult. B – 3: Listen and respond to a simple instruction. Ongoing objectives: B – 3: Enjoy singing, music and toys that make sounds. B – 3: Listen to simple stories and understand what is happening with the help of pictures.	Purposeful Project: What’s Outside? B – 3: Use single words during play. B – 3: Understand simple words in context - ‘cup’, ‘milk’, ‘daddy’ B – 3: Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye bye’ B – 3: Recognise and point to objects if asked about them. B – 3: Watch someone’s face as they talk. B – 3: Recognise and are calmed by a familiar and friendly voice. B – 3: Copy gestures and words. B – 3: Generally focus on an activity of their own choice and find it difficult to be directed by an adult. B – 3: Listen and respond to a simple instruction. Ongoing objectives: B – 3: Enjoy singing, music and toys that make sounds. B – 3: Listen to simple stories and understand what is happening with the help of pictures.
Spring	Purposeful Project : Places to Go B – 3: Understand simple instructions like “give to nanny” or “stop” B – 3: Listen to other people’s talk with interest but can be easily distracted by other things. B – 3: Make themselves understood and can become frustrated when they cannot. B – 3: Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ B – 3: Use the speech sounds p, b, m B – 3: Pronounce l, r, w, y Ongoing objectives: B – 3: Enjoy singing, music and toys that make sounds. B – 3: Listen to simple stories and understand what is happening with the help of pictures.	Purposeful Project : Eggs B – 3: Understand simple instructions like “give to nanny” or “stop” B – 3: Listen to other people’s talk with interest but can be easily distracted by other things. B – 3: Make themselves understood and can become frustrated when they cannot. B – 3: Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ B – 3: Use the speech sounds p, b, m B – 3: Pronounce l, r, w, y Ongoing objectives: B – 3: Enjoy singing, music and toys that make sounds. B – 3: Listen to simple stories and understand what is happening with the help of pictures.
Summer	Purposeful Project : Healthy Me B – 3: Use the speech sounds p, b, m B – 3: Pronounce l, r, w, y	Purposeful Project : What Grows? B – 3: Start to say how they are feeling using words as well as actions B – 3: Start to develop conversation, often jumping from topic to topic. B – 3: Identify familiar objects such as ‘Katie’s coat’, ‘blue car’, ‘shiny apple’

	B – 3: Start to say how they are feeling using words as well as actions B – 3: Start to develop conversation, often jumping from topic to topic. B – 3: Identify familiar objects such as ‘Katie’s coat’, ‘blue car’, ‘shiny apple’ B – 3: Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ B – 3: Understand simple questions about ‘who’, ‘what’ and ‘where’ B – 3: Pronounce f, th, s, sh, ch, dz, j B – 3: Pronounce multi syllabic words such as ‘banana’ and ‘computer’ 3 – 4: Use a wider range of vocabulary Ongoing objectives: B – 3: Enjoy singing, music and toys that make sounds. B – 3: Listen to simple stories and understand what is happening with the help of pictures.	B – 3: Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ B – 3: Understand simple questions about ‘who’, ‘what’ and ‘where’ B – 3: Pronounce f, th, s, sh, ch, dz, j B – 3: Pronounce multi syllabic words such as ‘banana’ and ‘computer’ 3 – 4: Use a wider range of vocabulary Ongoing objectives: B – 3: Enjoy singing, music and toys that make sounds. B – 3: Listen to simple stories and understand what is happening with the help of pictures.
Language programmes and Intervention groups running: Talking Tots – staff training Dec 2024 BLAST and Wellcomm		
How will I see this in place? - Planned short carpet time sessions with focus Nursery rhymes and repetitive stories linked to Purposeful projects/ cultural events. - Planned continuous and enhanced provision activities with a focus on these skills. - Information poster identifying the learning and vocabulary for the week. - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Adult interactions supporting children to practise and develop these skills. - Planned experiences: - Coombe Abbey (Autumn Term) - Play Village, Guinea Pigs, Chicks, Farm trip, Moat House Café (Spring Term) - Soft play trip and Sports’ Day (Summer Term)		

Nursery – Skills Progression

	Term 1	Term 2
Autumn	Purposeful Project : Autumn Time B – 3: Start to say how they are feeling using words as well as actions B – 3: Start to develop conversation, often jumping from topic to topic. B – 3: Identify familiar objects such as ‘Katie’s coat’, ‘blue car’, ‘shiny apple’ B – 3: Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ B – 3: Understand simple questions about ‘who’, ‘what’ and ‘where’ B – 3: Pronounce f, th, s, sh, ch, dz, j B – 3: Pronounce multi syllabic words such as ‘banana’ and ‘computer’ B - 3: Enjoy singing, music and toys that make sounds. B – 3: Listen to simple stories and understand what is happening with the help of pictures. 3 – 4: Use a wider range of vocabulary	Purposeful Project : How I Celebrate B – 3: Start to say how they are feeling using words as well as actions B – 3: Start to develop conversation, often jumping from topic to topic. B – 3: Identify familiar objects such as ‘Katie’s coat’, ‘blue car’, ‘shiny apple’ B – 3: Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ B – 3: Understand simple questions about ‘who’, ‘what’ and ‘where’ B – 3: Pronounce f, th, s, sh, ch, dz, j B – 3: Pronounce multi syllabic words such as ‘banana’ and ‘computer’ B - 3: Enjoy singing, music and toys that make sounds. B – 3: Listen to simple stories and understand what is happening with the help of pictures. 3 – 4: Use a wider range of vocabulary
Spring	Purposeful Project : Around the World B – 3: Understand simple questions about ‘who’, ‘what’ and ‘where’ 3 – 4: Pay attention to more than one thing at a time, which can be difficult 3 – 4: Use talk to organise themselves and their play: “Let’s go on a bus ... you sit there ... you be the driver” 3 – 4: Start a conversation with an adult or a friend and be able to continue it for many turns. 3 – 4: Use longer sentences of 4-6 words. 3 – 4: Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. 3 – 4: Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh. 3 – 4: Sing a large repertoire of songs. 3 – 4: Enjoy listening to longer stories and can remember much of what happens 3 – 4: Use a wider range of vocabulary	Purposeful Project : On the Farm B – 3: Understand simple questions about ‘who’, ‘what’ and ‘where’ 3 – 4: Pay attention to more than one thing at a time, which can be difficult 3 – 4: Use talk to organise themselves and their play: “Let’s go on a bus ... you sit there ... you be the driver” 3 – 4: Start a conversation with an adult or a friend and be able to continue it for many turns. 3 – 4: Use longer sentences of 4-6 words. 3 – 4: Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. 3 – 4: Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh. 3 – 4: Sing a large repertoire of songs. 3 – 4: Enjoy listening to longer stories and can remember much of what happens 3 – 4: Use a wider range of vocabulary
Summer	Purposeful Project : Growth and Change 3 – 4: Develop their communication but may continue to have problems with irregular past tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’	Purposeful Project : People around me 3 – 4: Develop their communication but may continue to have problems with irregular past tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’

	3 – 4: 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. 3 – 4: Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 3 – 4: Develop their pronunciation but may have problems saying some multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 3 – 4: Know many rhymes, be able to talk about familiar books, and be able to tell a longer story 3 – 4: Use a wider range of vocabulary	3 – 4: 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. 3 – 4: Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 3 – 4: Develop their pronunciation but may have problems saying some multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 3 – 4: Know many rhymes, be able to talk about familiar books, and be able to tell a longer story 3 – 4: Use a wider range of vocabulary
Language programmes and Intervention groups running: Pre- phonics program – The Ultimate Guide to Phonological awareness Wellcomm, BLAST, Early Talk Boost		
How will I see this in place? - Planned short carpet time sessions with focus Nursery rhymes, T4W and stories linked to Purposeful Projects/ Seasons/ Celebrations. - Planned continuous and enhanced provision activities with a focus on these skills. - Continuous provision posters, supporting adults to identify the learning in different learning areas. - Adult interactions supporting children to practise and develop these skills. - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Daily routines such as getting ready to go outside, snack time. - Planned experiences: - Theatre trip and Christmas songs performance (Autumn Term) - Chicks and Farm trip (Spring Term) - Soft play trip, growing own plants, Caterpillars and Sports’ Day (Summer Term)		

Reception – Skills Progression

	Term 1	Term 2
Autumn	Purposeful project: All about Me Family Picnic 3 – 4: Enjoy listening to longer stories and can remember much of what happens. 3 – 4: Understand a question or instruction that has two parts, such as ‘Get your coat and wait at the door’. 3 – 4: Use longer sentences of four to six words. 3 – 4: Can start a conversation with an adult or a friend and continue it for many turns. 3 – 4: Develop their communication but may continue to have problems with irregular past tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ 3 – 4: 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. 3 – 4: Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 3 – 4: Develop their pronunciation but may have problems saying some multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 3 – 4: Know many rhymes, be able to talk about familiar books, and be able to tell a longer story Rec: Learn new vocabulary.	Purposeful project: Henley Green Nativity Show 3 – 4: Enjoy listening to longer stories and can remember much of what happens. 3 – 4: Understand a question or instruction that has two parts, such as ‘Get your coat and wait at the door’. 3 – 4: Use longer sentences of four to six words. 3 – 4: Can start a conversation with an adult or a friend and continue it for many turns. 3 – 4: Develop their communication but may continue to have problems with irregular past tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ 3 – 4: 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. 3 – 4: Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 3 – 4: Develop their pronunciation but may have problems saying some multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ 3 – 4: Know many rhymes, be able to talk about familiar books, and be able to tell a longer story Rec: Learn new vocabulary.
Spring	Purposeful Project : Space Rec: Learn new vocabulary. Rec: Use new vocabulary through the day. Rec: Develop social phrases. Rec: Ask questions to find out more and to check they understand what has been said to them. Rec: Understand how to listen carefully and why listening is important. Rec: Articulate their ideas and thoughts in well-formed sentences. Rec: Connect one idea to another using a range of connectives. Rec: Describe events in some detail. Rec: Engage in storytime. Rec: Engage in non-fiction books. Rec: Listen carefully to rhymes and songs, paying attention to how they sound.	Purposeful Project : Animal Babies Rec: Learn new vocabulary. Rec: Use new vocabulary through the day. Rec: Develop social phrases. Rec: Ask questions to find out more and to check they understand what has been said to them. Rec: Understand how to listen carefully and why listening is important. Rec: Articulate their ideas and thoughts in well-formed sentences. Rec: Connect one idea to another using a range of connectives. Rec: Describe events in some detail. Rec: Engage in Storytime. Rec: Engage in non-fiction books. Rec: Listen carefully to rhymes and songs, paying attention to how they sound.
Summer	Purposeful project : Across the seas	Purposeful project : Growing

	Rec: Use new vocabulary through the day. Rec: Understand how to listen carefully and why listening is important. (Particular emphasis on children valuing each other's voice, not just teachers). Rec: Articulate their ideas and thoughts in well-formed sentences. Rec: Connect one idea to another using a range of connectives. Rec: Describe events in some detail. Rec: Retell the story once they have developed a deep familiarity with the text, some exact repetition and some in their own words. Rec: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Rec: Use talk to organise thinking and to explain how things work and why they might happen. Rec: Learn rhymes, poems and songs.	Rec: Use new vocabulary through the day. Rec: Understand how to listen carefully and why listening is important. (Particular emphasis on children valuing each other's voice, not just teachers). Rec: Articulate their ideas and thoughts in well-formed sentences. Rec: Connect one idea to another using a range of connectives. Rec: Describe events in some detail. (Linked to sports) Rec: Retell the story once they have developed a deep familiarity with the text, some exact repetition and some in their own words. Rec: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Rec: Use talk to organise thinking and to explain how things work and why they might happen. Rec: Learn rhymes, poems and songs.
Language programmes and Intervention groups running:		
How will I see this in place? - Planned short carpet time sessions, including RWI, T4W and focus stories linked to Purposeful Projects/ Seasons/ Celebrations. - Planned continuous and enhanced provision activities with a focus on these skills - Continuous provision posters, supporting adults to identify the learning in different learning areas. - Adult interactions supporting children to practise and develop these skills. - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden). - Daily routines and transitions such as getting ready to go outside, snack time. - Planned experiences: - Forest Schools (throughout the year), - Theatre trip and Nativity performance (Autumn Term) - Space Dome, Chicks, Easter crafts (Spring Term) - Language and Culture day, Sports' Day, Warwick Castle (Summer Term)		