

EYFS: Communication and Language Development



In our Early Years at Henley Green we recognise that a vast majority of children enter our school not yet ready for learning due to development levels in their communication and language being significantly below that which is typical for their age.

We have identified that our provision for storytime and storytelling is an important part of the curriculum to improve children’s language skills. As a result of this, we have written a development plan to ensure our storytimes offer a rich variety of skills for our children to develop as storytellers.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Acorns	Learn key nursery rhymes through identifying key nursery rhymes each half term: <ul style="list-style-type: none"> - Select a weekly nursery rhyme from a range of traditional/ action rhymes/ counting rhymes - Incorporate props for this nursery rhyme in the - Encourage parents to sing these at home through weekly posters ‘Our nursery rhyme of the week is’/ send a paper copy of the words /send an electronic version via Dojo/ family sing-a-long session 			Continue with key nursery rhymes Learn key story skills through identifying focused stories each half term: <ul style="list-style-type: none"> - Select a focus story each week. - Share the story - Use props to retell the story as a group and then available in the environment develop play around favourite stories Inform parents and encourage parents to use at home through posters/ Dojo		
Nursery	Nursery rhymes <ul style="list-style-type: none"> - Select a range of traditional/ action rhymes/ counting rhymes - Select one of these nursery rhymes to focus on each week - Incorporate props for this nursery rhyme at carpet sessions 		Learn and play with nursery rhymes Make simple nursery rhyme maps Guess rhyming words Beat/ clapping	Enjoy stories and develop book language Share stories related to purposeful project learning. Link to indoor/outdoor play.		
				Book handling Identify the 5 key concepts of print	T4W – story map well known/ repetitive stories Become familiar with stories	

	<ul style="list-style-type: none"> - Encourage parents to sing these at home through – weekly poster ‘Our nursery rhyme of the week is -’/ sending a paper copy of the words /sending an electronic version via Tapestry/ family sing-a-long session in Autumn 2 - Celebrate ‘Nursery rhyme week’ see separate Autumn 2 planning 	Alter characters/ objects to develop own nursery rhymes	Talk about what is happening and give their own ideas	Retell repetitive stories orally including some simple actions. Begin to introduce oral story telling actions Use language of beginning/ middle/ end		
Reception	Learn and play with nursery rhymes Make simple nursery rhyme maps Guess rhyming words Beat/ clapping Alter characters/ objects to develop own nursery rhymes	T4W – story map well known/ repetitive stories		T4W – 5 sentence stories		
		Become familiar with stories Retell repetitive stories orally Use oral storytelling actions Use language of beginning/ middle/ end Predict what might happen next	Retell stories orally Use oral storytelling actions Begin to develop idea banks – character/ setting/ feelings/ story dilemma	Play with stories - make up own versions of story choose an element to change - character or dilemma Use ideas bank to help Introduce 5 sentence story language when retelling Use oral storytelling actions	Continue with story mapping Teacher model re-writing well known stories as 5 sentence stories Use oral storytelling actions Continue to develop ideas banks	Make up own 5 sentence stories using banks developed Use oral storytelling actions Improve sentences – Start with a simple sentence– add in an adjective/ extra detail or extend sentences

Notes:

5 sentence Story Structure

Once upon a time (there was a giant grey elephant)

One day (the elephant decided that he wanted to zoom to the moon)

Unfortunately (he was too big to fit through the spaceship’s narrow doors)

Luckily (Alvin the Alien, who was tremendously strong, squeezed him through the doors)

Eventually (he arrived on the Moon and stared blissfully into space)



First (one finger pointed up)



Next (2 fingers pointed to one side)



After/After that (roll hands over in turning gesture.)



Later on



Finally (palm facing audience like a policeman stopping traffic)



Because



So/so that (roll hands forwards and open as if giving.)



Therefore



Furthermore



Additionally



For instance/example



Moreover



Whether or not



Although



However/but



Also



On the other hand



Unfortunately (hands out and open down/hands open to side with shrug)



Fortunately/Luckily/

To his amazement (hands expressively open upwards as if in surprise)



In conclusion

Oral Story telling actions (Pie Corbett) used at Henley Green: