

Area of Learning Communication & Language	ELG- Communication & Language- Speaking, Listening, Attention & Understanding		
	Intent: At John Randall, we benefit from children’s intrinsic desire to communicate with others by: -modelling and having high expectations for language, vocabulary and talk -creating an environment based around talk -respecting and being inclusive of how children communicate in different ways -developing strong, authentic relationships based on mutual respect and communication	Implementation: We do this by: <ul style="list-style-type: none"> • Having constant high expectations for talk and communication • Adults who model, narrate and use every opportunity as a communicative teachable moment e.g. play times, snack, lunch times etc. • High expectations for vocabulary • Carefully planned opportunities for talk, listening and developing children’s increasing attention • Adults who demonstrate respectful communication and interactions between each other and between children, in every instance 	Impact; by the end of FS: <ul style="list-style-type: none"> • I am a confident communicator • I can articulate my thoughts, ideas and expressions • I can change my language/ voice according to the situation (serious, humour etc.) • I can ask and answer questions with confidence • I can follow social norms relating to communication • I can respect others opinions and listen attentively • I use language and communication as a strong form of expressing myself
	Knowledge - I will know...		Skills – I will be learning to...
	<ul style="list-style-type: none"> • words carry a meaning • words make up a phrases or sentences • different words can mean the same thing 	<ul style="list-style-type: none"> • social norms for talk (listen, then respond) • words needed to form a question • how to use my voice to retell a story (e.g. intonation) 	<ul style="list-style-type: none"> • how to use different tenses appropriately • how to use talk effectively to communicate to others
		<ul style="list-style-type: none"> • turn take for talk • listening attentively • respond to a question • ask a question • use eye contact/ body language • use new learnt vocabulary 	<ul style="list-style-type: none"> • articulate my thoughts & ideas clearly • predict • use connectives in my speech • evaluate • explain • follow instructions • repeat • remember & re-tell • sequence an event/ story • describe • analyse • perform • gesture
	Listening, Attention and Understanding	How this is implemented and achieved in EYFS:	
<ol style="list-style-type: none"> 1. 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. 2. Make comments about what they have heard and ask questions to clarify their understanding. 3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> • understand and carry out an action or instruction with more than one key part • listen to a story or whole class input for an increasing amount of time • beginning to understand partner-talk through ‘my turn-your turn’ • understand that we wait until somebody has finished speaking before, we respond • answer an open-ended question confidently, expressing own ‘working theories’, concepts or ideas • developing an understanding of social conventions of talk and conversation; listen and then respond; being respectful of other’s thoughts, ideas & opinions 		
Speaking	Links to KS1 https://www.johnrandallprimary.co.uk/progression-in-skills/ https://www.johnrandallprimary.co.uk/progression-of-skills/ Spoken Language: <ul style="list-style-type: none"> • listen and respond to adults and their peers • ask relevant questions to extend their understanding and knowledge 		

	<ol style="list-style-type: none"> 1. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 2. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 3. 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. 	<ul style="list-style-type: none"> • talk about a new or learnt knowledge by using relevant/new vocabulary • asking appropriate questions and showing engagement about something they are curious about • modelling our internal monologue of thoughts, ideas, opinions • asking open ended questions and modelling sentence stems e.g. 'I wonder...' • learn an increasing range of technical vocabulary and communicate these in other relevant contexts encouraging full sentences and modelling key vocabulary, with actions if necessary • use my knowledge of 'core texts' and my imagination to suggest or predict what could happen next • showing active involvement, engagement and curiosity about new experiences that are offered to me • begin to use some new words that are introduced to me • listen and repeat key parts of core, familiar texts • join in with and respond to traditional rhymes, raps, poems, songs • develop a wide range of familiar texts • modelling and encouraging full sentences during daily interactions • begin to have an understanding of words that rhyme and why some words rhyme • begin to understand different types of books (non-fiction, poetry etc.) through teaching of core texts 				<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structures descriptions, explanations, and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of standard English • participate in discussions, presentations, performances, role play, improvisations, and debates • gain, maintain and monitor the interest of the listeners • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 		
Key related vocabulary:	<ul style="list-style-type: none"> • Talk • Explain • My turn-your turn 	<ul style="list-style-type: none"> • Listen • Sentence • Word 	<ul style="list-style-type: none"> • Speak • Report • Narrate 	<ul style="list-style-type: none"> • Focus • Respond • Echo 	<ul style="list-style-type: none"> • Answer • Articulate • attention 	<ul style="list-style-type: none"> • Phrase • Discuss • Communicate 		