

# EYFS – Reception Curriculum Map

## Communication and Language



### Valued – Inspired – Prepared



*Westhaven School is a unique learning environment with high expectations for learners who experience barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:*

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

*The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.*

#### **Our vision**

Our aim is to provide:

- strong warm and positive relationships enabling all learners to thrive socially and emotionally
- high quality adult interactions within a carefully constructed, enabling environment
- an enabling environment to facilitate our learners to become confident communicators
- a bespoke, meaningful and sequential curriculum designed for all learners to carefully meet their special educational learning needs
- expert teaching of an engaging and ambitious curriculum
- high quality continuous provision indoors and outdoors
- a rich reading environment with high quality texts, representing our learners, their interests and the diversity of the world around them
- a sharp focus on ensuring that learners acquire a wide vocabulary
- a synthetic and systematic approach to the teaching of phonics
- continuous assessment of learning and addressing gaps to support and challenge each unique learner so that they can know more, remember more and can do more
- an EYFS curriculum which is aimed to prepare learners for their next stage in education

The characteristics of effective teaching and learning will be threaded throughout our ambitious curriculum

- **playing and exploring** – learners will investigate and experience things, and ‘have a go’;
- **active learning** – learners will concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake;
- **creating and thinking critically** – learners will have and develop their own ideas, make links between ideas, and develop strategies for doing things.

#### EYFS Communication and Language Educational Programme (Statutory Framework)

The development of a learner’s spoken language underpins all seven areas of learning and development. Learner’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 learners are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build learner’s language effectively.

frequently to learners, 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 learners the opportunity to thrive. Through conversation, **story-telling and role play**, where learners share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, learners become comfortable using a rich range of **vocabulary and language structures**.

#### ELG: Listening Attention and Understanding (Statutory)

Learner 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 (Statutory)

Learner 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.
- Offer 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.

#### EYFS Communication and Language Skills (Taken from Development Matters)

## Birth to three

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest but can easily be distracted by other things.
- Make themselves understood and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

### **3 and 4 year olds**

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- 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: "Let's go on a bus... you sit there... I'll be the driver."

### **Children in reception**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary throughout 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.
- Engage in storytimes.
- 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.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.

- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## EYFS Literacy Skills (Taken from Development Matters)

### **Birth to three**

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

### **3 and 4 year olds**

- Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing
- Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

### **Children in reception**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.

- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

<b>Back and forth interactions</b>	<b>Quality conversations</b>	<b>Language rich environment</b>
<p>Back and forth interactions involve the adult in:</p> <ul style="list-style-type: none"> <li>• thinking out loud, modelling new language for learners</li> <li>• paying close attention to what the learners say</li> <li>• rephrasing and extending what the learners say</li> <li>• validating the learner's attempts at using new vocabulary and grammar by rephrasing what learners say if necessary</li> <li>• asking closed and open questions</li> <li>• answering the learner's questions</li> <li>• explaining why things happen</li> <li>• deliberately connecting current and past events</li> <li>• providing models of accurate grammar</li> <li>• extending learner's vocabulary and explaining new words</li> <li>• connecting one idea or action to another</li> <li>• helping learners to articulate ideas in well-formed sentences.</li> </ul>	<p>Actively teach children how to have a conversation: listening; responding to what others have said; taking turns through the use of Listening Lola.</p> <p>Create an area for talk e.g. a conversation station; a communication friendly space or by providing stimuli to prompt conversations.</p> <p>Strategies to support quality interactions and facilitate quality conversations:</p> <ul style="list-style-type: none"> <li>• Pole bridging (providing a running commentary of what the child is doing);</li> <li>• Recasting strategies (repeating back what a child has said while modelling the correct tense or adding in new vocabulary).</li> <li>• Wait time (giving learners time to respond to a question, dependent on their speech and language needs, but at least 10 seconds).</li> </ul>	<p>A language rich environment is a place that will take into account the physical, emotional and sensory aspects of a space, provided for the learner, as well as the resources used and the interactions with adults that take place.</p> <ul style="list-style-type: none"> <li>• Open ended resources</li> <li>• Allowing learners time to play</li> <li>• A dedicated and enticing book corner with a selection of books to explore</li> <li>• Visuals and displays</li> <li>• A total communication approach</li> </ul>

	<ul style="list-style-type: none"> <li>• Talk partners</li> </ul>	
<b>Vocabulary and language structures</b>	<b>Reading</b>	<b>Listening</b>
<p>Introduce a new word a week from a text that has been shared with the class.</p> <p>Tier 1 words: Basic words that are easily explained and understood.</p> <p>Tier 2 words: Precise, interesting and sophisticated words that are common in texts but not in everyday spoken language.</p> <p>Tier 3 words: Domain specific words that have low frequency of use.</p> <p>Use multiple encounters to support learners to embed new vocabulary.</p> <p>Multiple Encounters</p> <ol style="list-style-type: none"> <li>1. Contextualise in the story;</li> <li>2. Children say the word;</li> <li>3. Explain the meaning;</li> <li>4. Provide examples in other contexts;</li> <li>5. Children provide examples from other Contexts.</li> </ol> <p>Hands-on experiences.</p> <p>Use of colourful semantics from ELKLAN.</p>	<p>Read at least three times a day (stories, poems, rhymes, non-fiction).</p> <p>Teach three ways to enjoy a book.</p> <ol style="list-style-type: none"> <li>1. Enjoy the pictures.</li> <li>2. Read the words.</li> <li>3. Retell the story.</li> </ol> <p>Provide a high-quality reading area that is organised into categories:</p> <p>stories;</p> <p>poems (poetry cards);</p> <p>rhymes (including nursery rhymes);</p> <p>theme (based on learner’s interests and fascinations);</p> <p>subject specific (linked to school curriculum) and</p> <p>non-fiction (linked to the above categories);</p> <p>books we have read so far.</p> <p>Rotate the above on a termly basis (autumn, spring and summer) based on the complexity of the text (vocabulary choices and storyline).</p> <p>Ensure all the books have been read to the children.</p> <p>Plan for an adult to read in the reading area once a week. This will evolve to once a term (autumn, spring and summer) as the year progresses.</p>	<p>Ways of supporting good listening include:</p> <ul style="list-style-type: none"> <li>• Deciding on a signal to alert children to listen</li> <li>• Showing children what good listening looks like through the teaching staff’s own behaviour</li> <li>• Reinforcing and praising good listening.</li> </ul>

	Engage parents/carers in reading to or listening to their child read.	
<b>Storytelling</b>	<b>Role-Play</b>	<b>Provision</b>
<p>Helicopter stories</p> <p>Opportunities for learners to listen to stories being retold e.g. The Story Basket, sensory stories</p> <p>Ensure adults make time to tell stories to children without using a text.</p> <p>Over the year, providing time for focusing on oral retelling with the aid of story maps.</p>	<p>Provide storytelling prompts e.g spoons</p> <p>Have a high-quality wooden block play area with small world resources and fabric so that children have opportunities to act out stories.</p> <p>Ensure the home corner has 'real' resources available, when supported by an adult, such as, china plates and that new resources are placed in this area on a rotational basis such as, real vegetables and knives. Ensure an adult models in the home corner at least every three weeks. This will evolve to once a term (autumn, spring and summer) as the year progresses.</p> <p>Provide additional role play areas based on children's real-life experiences and linked to understanding of the world planning.</p>	<p>To promote language and listening, we use Early Talk Boost, Makaton and we provide dual language texts and use Say Hi translation for children with English as an additional language.</p>

### **Communication and language Developmental Matters observation checkpoint for birth to 18 months**

- Around 6 months, does the learner respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?
- Around 12 months, does the learner 'take turns' by babbling and using single words? Does the learner point to things and use gestures to show things to adults and share interests?
- Around 12 months, can the learner choose between 2 objects: "Do you want the ball or the car?"
- Around 12 months, is the learner beginning to use single words like mummum, dada, tete (teddy)?
- Around 15 months, can the learner say around 10 words (they may not all be clear)?
- Around 18 months, is the learner listening and responding to a simple instruction like: "Adam, put on your shoes?"



- Is the learner using speech sounds (babbling) to communicate with adults?
- Around 18 months, is the learner using a range of adult like speech patterns (jargon) and at least 20 clear words?
- Around 18 months, does the learner understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”?

### **Communication and language Developmental Matters observation for 18 months to 2 years old**

- By around 2 years old, is the learner showing an interest in what other learners are playing and sometimes joins in?
- Towards their second birthday, can the learner use up to 50 words?
- Is the learner beginning to put two or three words together: “more milk”?
- Is the learner frequently asking questions, such as the names of people and objects?
- Is the learner linking up to 5 words together?
- Is the learner using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) – these may not always be used correctly to start with. Can the learner follow instructions with three key words like: “Can you wash dolly’s face?”
- Around the age of 2, can the learner understand many more words than they can say – between 200–500 words?
- Around the age of 2, can the learner understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”
- Towards their third birthday, can the learner use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing).
- Around the age of 3, can the learner show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”
- By around 3 years old, can the learner shift from one task to another if you get their attention. Using the learner’s name can help: “Jason, please can you stop now? We’re tidying up”.

Note: watch out for learner’s whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed

### **Communication and Language Development Matters Observation Checkpoint for 3 and 4-Year-Olds**

- Around the age of 3, can the learner shift from one task to another if you fully obtain their attention, for example, by using their name?
- Around the age of 4, is the learner using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?
- Can the learner use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.
- Is the learner using the future and past tense: “I am going to the park” and “I went to the shop”?
- Can the learner answer simple ‘why’ questions?

We use the differentiated early year outcomes for learners who require additional checkpoints.