

Early Years Curriculum for Literacy and Communication and Language

Nursery

Communication and Language – Educational Programme

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, story-telling 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.

<u>Communication and Language</u>	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>
Autumn Term	<ul style="list-style-type: none"> - Rhythmic patterns in rhymes and stories. - Listening and tries to join in. - Understands simple sentences - Follows routines - Finds named object - Listening with interest to noises and sounds. - Single channelled attention - Understands action words - Begins to understand simple concepts (fast, slow, good, bad etc) 	<ul style="list-style-type: none"> - Sing a large repertoire of songs. - Use longer sentences of four to six words. - Able to use language in recalling past experiences - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Spring Term	<ul style="list-style-type: none"> - Follows simple instructions with action words. - Begins to understand more complex sentences. - Understands who, what and where questions. - Interest in playing with sounds, songs and rhymes. - Can shift attention with support. 	<ul style="list-style-type: none"> - Beginning to use more complex sentences to link thoughts (e.g. using and, because) - Can retell a simple past event in correct order (e.g. went down slide, hurt finger) - Uses talk to explain what is happening and anticipate what might happen next

	<ul style="list-style-type: none"> - Increasing attention to stories - Joins in with repeat refrains - Listens to others when subject is of interest. - Beginning to understand how and why questions. - Knows use for objects 	<ul style="list-style-type: none"> - Beginning to use a range of tenses (e.g. play, playing, will play, played) - Continues to make some errors in language (e.g. runned) - Builds up vocabulary that reflects the breadth of their experiences - Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle
Summer Term	<ul style="list-style-type: none"> - Shows understanding of some preposition i.e. under, behind. - Responds to an instruction with more steps. - Begins to understand how and why questions. - Can listen or do but can change their own focus of attention. - 	<ul style="list-style-type: none"> - Uses intonation, rhythm and phrasing to make the meaning clear to others - Questions why things happen and gives explanations. - Asks e.g. who, what, when, how - will absorb and use language they hear around them in their community and culture - Talks more extensively about things that are of particular importance to them
Vocabulary	Look, listen, watch, take turns, share, question, repeat, who, what, where	Speak, talk, loud, quiet, question, answer, share, ideas, vocabulary, words, vocabulary flower, syllables, word, sentence
Supporting School Readiness	<ul style="list-style-type: none"> - As an EY team, we understand how this area impacts on all other learning. - Staff have had significant training in knowing how to support the children's development of Communication and Language. - Adults supporting the children will be high quality in their modelling. - Strategies such as processing time, narrating the children's play, limiting questions etc will be used consistently. - When questioning is used, staff will varied the levelling of their questioning to suit the needs of the children. - Wow words and vocabulary words will be used throughout the setting. - Children will be taught skills linked to listening and these skills will be frequently revisited and built upon. - Characteristics of effective teaching and learning will be used alongside to support the children in knowing how to learn. - Interventions in Nursery will have a communication and language focus. 	

Literacy – Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<u>Literacy</u>	<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>
Autumn Term	<ul style="list-style-type: none"> - Listens to and joins in with stories and poems, when reading one-to-one and in small groups - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Shows interest in illustrations and words in print and digital books and words in the environment - Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> - Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration 	<ul style="list-style-type: none"> - Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves - Includes mark making and early writing in their play - Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right - Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
Spring Term	<ul style="list-style-type: none"> - Begins to be aware of the way stories are structured, and to tell own stories - Talks about events and principal characters in stories and suggests how the story might end - Looks at and enjoys print and digital books independently 	<ul style="list-style-type: none"> - Claps or taps the syllables in words during sound play - Recognises rhythm in spoken words, songs, poems and rhymes 	<ul style="list-style-type: none"> - Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that

			<p>starts at the top of the page; write 'm' for mummy.</p> <ul style="list-style-type: none"> - Begins to make letter-type shapes to represent the initial sound of their name and other familiar word
Summer Term	<ul style="list-style-type: none"> - Knows that print carries meaning and, in English, is read from left to right and top to bottom - Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) - Handles books and touch screen technology carefully and the correct way up with growing competence 	<ul style="list-style-type: none"> - Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps - Hears and says the initial sound in words 	<ul style="list-style-type: none"> - Write some or all of their name. - Write some letters accurately.
Vocabulary	<p>The vocabulary in Literacy can be applied to all three areas of learning. These include:</p> <p>Book, text, fiction, non-fiction, beginning, middle, end, Nursery rhyme, story</p> <p>Sound, phoneme, grapheme, blend, segment, sound buttons, syllable,</p> <p>Pen, pencil, grip, hold, left, right, start, letter, shape.</p>		
Supporting School Readiness	<ul style="list-style-type: none"> - Pre-writing skills will be taught during input sessions and then encouraged to access within the environment. - Adults supporting the children, will encourage them to give meaning to the marks the children make and will see value and purpose in these early stages of writing. - The Little Wandle Foundations program will be taught to promote phonological awareness. - Little Wandle prompts and pictures will be used and referred to throughout the setting. - A bank of resources and activities linked to the Little Wandle rhymes will be accessible to all children. - Children will be exposed to a wide range of texts including fiction and non-fiction. - Adults will model how reading and writing can be used for a purpose. 		

Reception

Communication and Language – Educational Programme

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, story-telling 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.

<u>Communication and Language</u>	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>
Autumn Term	<ul style="list-style-type: none">- Shows understanding of some preposition i.e. under, behind.- Responds to an instruction with more steps.- Begins to understand how and why questions.- Can listen or do but can change their own focus of attention.- Shows variability in their listen behaviour.- Beginning to understand humour.	<ul style="list-style-type: none">- Understand how to listen carefully and why listening is important.- Learn new vocabulary.- Listen carefully to rhymes and songs, paying attention to how they sound.- Learn rhymes, poems and songs.- Engage in non-fiction books..
Spring Term	<ul style="list-style-type: none">- Understands a range of complex sentence- Able to follow stories without pictures or prompts.- Listens to ideas shared by others.- Understand who, why, where, when and how questions.- May indicate two channelled attention.	<ul style="list-style-type: none">- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

Summer Term	<p>ELG</p> <p>Listens 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. Makes comments about what they have heard and asks questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teachers and peers.</p>	<p>ELG</p> <ul style="list-style-type: none"> - 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.
Vocabulary	<p>Look, listen, focus, watch, think, take turns, share, question, instruction, follow, steps, my turn, your turn, who, what, where, when, why, how</p>	<p>Speak, talk, respond, loud, quiet, question, answer, share, ideas, talk-partner, vocabulary, words, Wow words, vocabulary flower, word choices, meaning, syllables, word, sentence</p>
Preparing for Year 1	<p>Communication and Language has links to all other subject areas.</p> <ul style="list-style-type: none"> - Children will know the importance of developing their own language and vocabulary skills. - They will understand how they can apply new vocabulary to different areas of learning. - They will be taught how to talk through their ideas to impact on the planning stages of other learning, as well as being able to explain their learning to others. - Skills linked to turn taking in regards to speaking and listening will be shared and how listening to others is a key component of successful communication. 	

Literacy – Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy

recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<u>Literacy</u>	<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>
Autumn Term	<ul style="list-style-type: none"> - Enjoys an increasing range of print and digital books, both fiction and non-fiction - Describes main story settings, events and principal characters in increasing detail - Re-enacts and reinvents stories they have heard in their play 	<ul style="list-style-type: none"> - 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 a few common exception words matched to the school's phonic programme. - Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example 	<ul style="list-style-type: none"> - Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology - Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
Spring Term	<ul style="list-style-type: none"> - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading 	<ul style="list-style-type: none"> - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them – - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee - Engages with books and other reading materials at an 	<ul style="list-style-type: none"> - Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

	<ul style="list-style-type: none"> - Knows that information can be retrieved from books, computers and mobile digital devices - Is able to recall and discuss stories or information that has been read to them, or they have read themselves 	<p>increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <ul style="list-style-type: none"> - Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> - 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 letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense
Summer Term	<p>ELG</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	<p>ELG</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>ELG</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.
Vocabulary	<p>The vocabulary in Literacy can be applied to all three areas of learning. These include:</p> <p>Book, text, fiction, non-fiction, beginning, middle, end, predict, question, character, setting.</p> <p>Sound, phoneme, grapheme, digraph, trigraph, word, tricky word, sentence, blend, segment, full stop, exclamation mark, question mark, sound buttons, chunk it up, syllable, prosody, expression.</p>		

	<p>Letter formation, size, left to right, lines, finger spaces, capital letter, lower case Also see – PD, CL and EAD for vocabulary links.</p>
<p>Preparing for Year 1</p>	<p>Links to – Reading and Writing curriculum</p> <ul style="list-style-type: none"> - Children will have daily phonics lessons, along with literacy adult led teaching inputs which will have a clear focus and progression planned. - Children will have experienced a wide range of texts including fiction, non-fiction, poetry, rhymes, recipes, instructional texts and texts from around the world and different cultures. - Little Wandle will be an embedded part of the children's learning. - Children will be familiar and confident with the setup of reading and be taught about positive reading behaviours. - Children will have access to Little Wandle vocabulary and visual and writing prompts so they are more able to independently work through reading and writing challenges. These will include grapheme friezes, grapheme mats, vocabulary flowers and letter formation captions. - Children will be exposed to writing for different purposes and will be taught from Nursery, how to scribe what they have written, helping to give meaning and purpose to it from the start. - Adults supporting the children will give value to their early marks and understand the importance of how these skills develop. - Teaching will include how to use finger spaces, full stops, capital letters and question marks. - Where appropriate, children will be encouraged to develop their skills in extended writing.