

Delves Lane Primary School Early Years Curriculum

Communication & Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
On entry	At DLPS children generally join us with limited speech at the age of 2, they can usually follow simple instructions and have a limited attention span.					
Observational check points	Can children listen and respond to a simple instruction like: "Adam, put on your shoes?" Can the children use a range of adult like speech patterns (jargon) and at least 20 clear words? Is the child showing an interest in what other children are playing and sometimes joins in?					
2 Year Olds						
<u>Listening, Attention and Understanding</u>	Children will point out objects/pictures in a story. Children understand frequently used words such as 'all gone', 'no' and 'bye-bye'.	Children will understand 'what' questions. Children understand single words in context – 'cup', 'milk', 'daddy'.	Children will understand 'where' questions. Children will identify familiar objects.	Children will understand 'when' questions. Children will listen to simple stories and understand what is happening, with the help of the pictures.	Children will understand 'who' questions.	Children will understand and act on longer sentences.
<u>Speaking</u>	Children will use the speech sounds p, b, m, w.	Children will pronounce l/r/w/y.	Children will pronounce f/th.	Children will pronounce s/sh/ch/dz/j Children will pronounce multi-syllabic words such as 'banana' and 'computer'.	Children will start to say how they are feeling, using words as well as actions.	Children will start to develop conversation, often jumping from topic to topic.
On exit	When leaving our 2's to join Nursery our children can listen to short stories and sing a nursery rhyme with some actions. They can use more words and respond to simple question words.					
Observational check points	Can the child understand many more words than they can say – between 200–500 words? Can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?" Can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?					
Nursery						
<u>Listening, Attention and Understanding</u>	Children will understand a question or instruction that has 2 parts.	Children will pay attention to more than one thing at once.	Children will enjoy listening to longer stories and can remember much of what happens.	Children will use a wider range of vocabulary.	Children will understand and answer 'why' questions.	Children will Sing a large repertoire of songs.

<u>Speaking</u>	Children will use longer sentences of four to six words.	Children will develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Children will know many rhymes, be able to talk about familiar books. Children will use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Children will develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh-multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Children will start a conversation with an adult or a friend and continue it for many turns.	Children will be able to tell a long story. Children will 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.
On exit	When leaving Nursery it is our goal that children can listen and concentrate for longer periods of time to do short adult led activities. Children can start and engage in conversation, expressing their opinions using a wider vocabulary. They can sing multiple rhymes and retell a range of stories.					
Observational check points	Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?					
Reception						
<u>Listening, Attention and Understanding</u>	Children listen carefully to rhymes and songs, paying attention to how they sound. Children will listen to and talk about stories to build familiarity and understanding.	Children engage in stories and will join in with repeated refrains.	Children will talk about key events in a story.	Children will identify the main characters in the story and talk about their feelings.	Children will link events in a story to their own experiences. Children will retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Children will engage in, listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
<u>Speaking</u>	Children will ask questions to find out more and to check their understanding. Children will learn and use new vocabulary.	Children will ask who questions. Children will use new vocabulary in different contexts.	Children will ask when questions. Children will develop social phrases.	Children will ask where questions. Children will describe events in some detail. Children will connect one idea or action to another using a range of connectives.	Children will ask why questions. Children use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Children will express ideas using past and present tense. Children will articulate their ideas and thoughts in well-formed sentences.
On exit	It is our intention that children will leave Reception to enter KS1 with good conversational skills and understanding of a wider vocabulary that they can use in the correct and different contexts. They will be confident at speaking with and in front of others, asking and answering questions to further develop their understanding. They will be competent at retelling stories and using their imaginations and are able to add to and change up stories. They will know and be able to sing a large range of rhymes and songs.					

Early Learning Goals

Listening, Attention and Understanding	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.
Speaking	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.