

Communication and Language
EYFS- Spring term

Links to other subject units this term	
Communication and Language is encompassed in everything we do and teach in EYFS and underpins the other areas of learning. Every interaction between adults and adults, adults and children, and children and children is an opportunity to teach and develop the children's communication and language. It links to all other areas where language and vocabulary is specifically taught and used in a variety of contexts.	
Prior Learning	
Children will now understand the rules of listening and know why it is important to listen. They will be able to listen for increasing periods of time in different situations. The children will be able to answer simple questions and check with a grown up if they are not sure. The children should be using polite social phrases and will continue to be encouraged to do so. They will be using new vocabulary that they have learnt from stories and the topics we cover. The children will be familiar with the talking tub activity and be growing in confidence to share their thoughts and ideas with the group.	
Key vocabulary for this unit	
This will include all vocabulary identified in the other areas of learning as well as specific vocabulary: Listen, question, what, where, why, why, I wonder, answer, speak, shout, words, remember, manners, please, thank you, excuse me, good morning, good afternoon	
Learning Sequence	
Listening and attention	<ul style="list-style-type: none"> • Continue to develop their listening skills through a range of situations. • Listen to a range of traditional tales. • Join in with repeated refrains. • Listen to different versions of stories and talk about similarities and differences. • Demonstrate their listening by asking and answering questions about what they have heard. • Listen to each others thoughts and ideas and respond appropriately. • Talk about new vocabulary they hear and what it means.
Speaking	<ul style="list-style-type: none"> • Say individual sounds correctly as we learn them through 'Floppy's Phonics'.

- Use good manners when speaking to others.
- Offer their ideas during class discussions and floor book work.
- Ask questions of others to clarify or gain more information.
- Speak in full sentences adding additional information to what they say.
- Share information about themselves and their families using their 'Me and My Family' book to help prompt.
- Retell traditional tales with poppets and role play resources.
- Talk about the different places that the Gingerbread Man visits.
- Talk about what makes them unique.
- Use past tense when talking about the dinosaurs.

Assessment milestones

I can have a simple back and forth conversation, paying attention to my peer/adult and respond appropriately.

I can show attentive listening skills during teaching.

I can listen to and talk about non-fiction books.

I can ask questions when I don't know what a word means.

I can offer small explanations that demonstrate I understand a topic or story.

I can answer "why and how" questions, perhaps with adult support.

I can recite familiar rhymes/poems and join in with repeated refrains from stories.

I can speak in whole class situations, e.g. answering questions at story time.

I can use recently-modelled language independently, across everyday contexts and all areas of learning.

I can ask questions in a variety of contexts.

I can use a range of connectives to extend my sentences and to connect ideas.

I can use more detail in conversation.

I can use speech to organise simple activities, overcome problems/conflicts and provide explanations.