

## Early Years Foundation Stage Communication & Language and Literacy Journey

### Communication and Language

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, storytelling, 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.

#### ELG 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.

#### ELG 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.

Area	Autumn	Spring	Summer
<b>Listening, Attention &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• To understand how to listen carefully.</li> <li>• To understand why listening is important.</li> <li>• To be able to follow instructions/directions with one step.</li> <li>• To engage in story times, joining in with repeated phrases and actions.</li> <li>• To begin to understand how and why questions.</li> <li>• To learn new vocabulary linked to the stories they’re read.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to instructions with more than one step.</li> <li>• To engage in non-fiction books.</li> <li>• To retell a story.</li> <li>• To ask questions to find out more and to check they understand what has been said to them.</li> <li>• To understand a range of complex sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand questions such as who, what, where, when, why and how.</li> <li>• To have conversations with adults and peers with back-and-forth exchanges.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• To talk in front of a small group.</li> <li>• To talk to their teacher and other supporting adults.</li> <li>• To use new vocabulary throughout their learning and play.</li> <li>• Develop social phrases.</li> <li>• Learn rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• To share their work with others.</li> <li>• To answer questions in front of a whole class.</li> <li>• To develop confidence to talk to other adults they know at school.</li> <li>• To use new vocabulary in a range of contexts.</li> <li>• To talk in sentences using a conjunction e.g. and or because.</li> <li>• Learn rhymes, poems and song.</li> </ul>	<ul style="list-style-type: none"> <li>• To link statements and stick to a main theme.</li> <li>• To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</li> <li>• To talk about why things happen.</li> <li>• To talk in sentences using a range of tenses.</li> </ul>

## Literacy

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).

### ELG Comprehension

- 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, nonfiction, rhymes and poems and during role play.

### ELG Word Reading

- 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.

### ELG Writing

- 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

Area	Autumn	Spring	Summer
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• To join in with repeated phrases and actions in stories.</li> <li>• To begin to answer questions about stories read to them.</li> <li>• To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to predict what might happen next in a story.</li> <li>• To suggest what might happen at the end of a story.</li> <li>• Re-read books to build fluency.</li> <li>• To retell a story they have heard or read.</li> </ul>	<ul style="list-style-type: none"> <li>• To answer questions about what they have read.</li> <li>• To know information can be retrieved from books.</li> <li>• To use a book to find the answer to a given question.</li> <li>• To use vocabulary that is influenced by their experience of books.</li> </ul>
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• To recognise their written name.</li> <li>• To learn Phase 2 sounds.</li> <li>• To blend sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Learn Phase 3 phonics.</li> <li>• Read a few common exception words.</li> <li>• Read simple sentences using phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn Phase 4 phonics</li> <li>• Recognise some common exception words.</li> <li>• Read books matching their phonics ability.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• To write their name, writing letters accurately.</li> <li>• Spell CVC words using taught sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower case letters correctly.</li> <li>• Write short phrases/captions using phonic knowledge.</li> <li>• Put finger spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>• Form capital letters correctly.</li> <li>• Write short sentences using a capital letter and full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>