**Intent:**

Our children will leave the Foundation Stage at Tarporley CE Primary School as confident communicators who use a range of rich vocabulary within a range of situations and conversations. They are clear when communicating their needs, wants, interests, thoughts and viewpoints. Our children are able to listen to others’ ideas respectfully and respond sensitively to those they disagree with. Speaking is used to ask relevant questions and to connect ideas. They understand the importance of listening and have developed their ability to follow more complex instructions.

**Implementation:**

Our topics, routines and environment promote high quality communication and language development. Rich texts are used to introduce children to new ideas, concepts and vocabulary, while also promoting curiosity and discussions. Pupils are encouraged to ask questions and contribute to group and whole- class discussion whenever possible. Children who struggle to communicate are identified early through the use of the WellComm assessment on entry and then referred to Speech and Language therapy if needed. Children are re-assessed in December and those who still require support complete the Nuffield Early Language Intervention throughout the Spring and Summer terms. Through our continuous provision and our learning environment, pupils are exposed to situations where they can experiment with the new language they have acquired (such as through role play or while investigating our Curiosity Cubes) and use their listening skills as they interact with peers and adults. By being exposed to new experiences (for example during cooking or trips) our children apply their speaking, listening, questioning and reasoning skills. Weekly sessions, such as circle time and RE, are valuable opportunities where speaking and listening skills can be modelled and promoted. The adults within the Foundation Stage model effective speaking and listening attributes (such as the use of language, looking at the person you are having a conversation with, speaking clearly and calmly and listening patiently) and use questioning and resources to further pupils’ own development. Repeating sentences back to children, extending what they have said or describing and commenting on what is happening are also used to develop speaking and listening skills. We reflect on our observations and interactions with our children, using our knowledge and assessments to then provide developmentally appropriate experiences that are linked to our children’s next steps and interests.

Below shows the progression of skills that build towards the Communication and Language Early Learning Goals.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Listening, Attention and Understanding** | | |
| **Baseline**  - Single channels attention (name used to help focus)  - Listens when stories and conversations that interest them  **On Track Check Point 1**  - Knows how to show they are listening and understands why it is important to listen  - Speech is clear and understood  - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. ‘I have a bike too. I went to the park. They might go to the park.’  - Understands spoken instructions and can listen without stopping what they are doing  **On Track Check Point 2**  -Talks in the correct tense most of the time  - Understanding more complex language including prepositions, sequencing, time  - Retells a story through roleplay, using some new vocabulary and some exact words from the text  - Can follow two part instructions  **ELG:**  **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** | **Baseline**  - Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). ‘They are getting their bike.’  - Most speech is clear and can be understood  **On Track Check Point 1**  - Listens to what has been said and responds  - Waits for the person talking to stop before responding  - Asks meaning of new words  **On Track Check Point 2**  -Learns some vocabulary from texts  - Begins to use it in play  -- Asks relevant questions in response to what they have heard, wanting to find out more information  **ELG:**  **Make comments about what they have heard and asks questions to clarify their understanding** | **Baseline**  - Uses talk to communicate needs and wants  -Listens to conversations that interest them  -Uses talk to develop friendships  **On Track Check Point 1**  - Uses talk to communicate emotions  - Asks relevant questions in response to what they have heard  - Links what has been said to own experiences to keep conversation going  **On Track Check Point 2**  - Takes turns in much longer conversations  - Openly listens to other points of view  - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.  **ELG:**  **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers** |
| **Provisions** | Singing songs (nursery rhymes also), props, puppets, question cards, small focus groups, role play, small world, opportunities to work with others, quiet and calm areas, reading books every day and talking with children about stories, characters and illustrations (books with rhythm and rhyme are particularly effective) and show and tell which offers children a good opportunity to practise their speaking and listening skills, describing and guessing game, technology such as iPads, offering real life experiences both inside and outside, weekly Big Question session. | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Speaking** | | |
| **Baseline**  - Listens and enjoys sharing a range of books, rhymes and songs.  - Most speech is clear and can be understood  - Describes personal events  **On Track Check Point 1**  - Joins in with repeated refrains and key phrases.  - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  **On Track Check Point 2**  - Responds to ‘who’, ‘where’ ‘what’ and ‘when’ questions and uses reasoning to justify their answers  - Takes turns in much longer conversations and openly listens to other points of view  - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.  **ELG:**  **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.** | **Baseline**  - Listens and enjoys sharing a range of books, rhymes and songs.    **On Track Check Point 1**  - Begins to use modelled vocabulary during role play and small world.  - Repeats new vocabulary in the context of a story  - Retells stories simply  **On Track Check Point 2**  - Use talk to take on different roles during imaginative play  - Use talk to work out problems and organise thinking  - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions  **ELG:**  **Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate** | **Baseline**  - Most speech is clear and can be understood  - Describes personal events  **On Track Check Point 1**  - Retells a story through roleplay, using some new vocabulary and some exact words from the text  **On Track Check Point 3**  - Talks in the correct tense most of the time  - Retells how the story started, the main happening, and how ended.  **ELG:**  **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** |
| **Provisions** | Singing songs (nursery rhymes also), props, puppets, question cards, small focus groups, role play, small world, opportunities to work with others, quiet and calm areas, reading books every day and talking with children about stories, characters and illustrations (books with rhythm and rhyme are particularly effective) and show and tell which offers children a good opportunity to practise their speaking and listening skills, describing and guessing game, technology such as iPads, offering real life experiences both inside and outside, weekly Big Question session. | | |

**Impact:**

Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. All staff within the Foundation Stage know the children’s next steps and how to progress their knowledge and skills through interactions, play, resources and group and whole class work. Our children move into Year 1 with the confidence and skills to express themselves in a range of different situations, using a wide variety of rich language. They have strong listening skills and the ability to take part in, hold and extend conversations with others.