

## **How is Communication and Language taught in Reception?**

In Reception 'Communication and Language' falls under two strands: 'Listening, Attention and Understanding' and 'Speaking'.

The three Prime Areas in the Early Years Curriculum are: 'Personal, Social and Emotional Development', 'Physical Development' and 'Communication and Language'.

The four Specific Areas are 'Mathematics', '**Literacy**', (**which includes Reading and Comprehension**), 'Understanding the World', and 'Expressive Arts and Design'.

The three prime areas are the focus for practitioners working with children in Reception as these form the basis for successful learning and progress in the four specific areas.

\*In particular children's communication and language skills are crucial to their development in all other areas of learning.

**Listening, Attention and Understanding Early Learning Goal:** (where we expect children should be by the end of Reception)

*'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 Early Learning Goal:** (where we expect children should be by the end of Reception)

*'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'.*

In order for children to achieve these Early Learning Goal we provide lots of opportunities for children to listen attentively and to discuss their experiences and learning with others. For example...

- Busy Learning Time (free flow): General Back and Forth Interactions.
- 'To and Fro' Interventions: Adults chat and play alongside any children who are below average in this area of learning and need support. They comment on what the child has chosen to do and echo back what they say; adding new vocabulary.
- Whole Class Learning Time: 'Turn to Your Partner' discussions.
- Team Learning Time: Lots of discussions and group games.
- During 'Literacy Team Learning' time one of the five groups is always based upon a communication and language activity.
- Phase One Letters and Sounds: Used first few weeks before Read Write Inc is taught to develop listening and attention skills.
- Circle Time Discussions and Games.
- Music and Singing Time.
- Storytime: Favourite Stories from Home.
- Book of the Week: Linked with our topics, introducing new vocabulary that children can use in their play and discussions.
- Library Time: choosing their own stories and sharing them at home.
- Show and Tell Time: During snack time we look at pictures and video clips on Tapestry. The children come to the front and discuss their homework tasks.
- News Time: Children are encouraged to take turns discussing any special news they would like to share with the class.
- Assemblies: Whole school / KS1 / Class.
- Performances: Musical / Nativity.
- Role Play Area / Puppet Shows.
- Outdoor Stage Area and Dressing Up.
- Talk for Writing sessions; discussing our ideas and creating stories in groups.
- Year Five Buddy Time: listening to stories, playing games and chatting to our buddies.
- Homework: Parents are often asked to film their child speaking for various topic-based tasks. These clips are uploaded to Tapestry for us to watch in school.