

New EYFS Framework

Communication & Language Development in Practice

Guidance to be used alongside following documentation for all school, Statutory September 2021:

- Statutory Framework
- Development Matters
- EYFS Profile Handbook

Down the
long windy
path lived ...



I estimate that
there are ...



I made my
flower with ...

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Educational Programme: EYFS

Communication & Language

Educational Programme: 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, story-telling 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.

Educational Programme: KS1 & 2

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains ...

Statutory - Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Notes and guidance (non-statutory)

... The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Communication & Language: Birth to Three Pathways in Learning

Listening, Attention & Understanding / Speaking

... including Phase 1 Phonics

Observation Checkpoints

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
- Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (*for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling*).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to mummy" or "stop".
- Recognise and point to objects if asked about them.
- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Can become frustrated when they can't make themselves understood.

- **Around 6 months:** □ Does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?
- **Around 12 months:** □ Does the baby 'take turns' by babbling and using single words? □ Does the baby point to things and use gestures to show things to adults and share interests?
- **Around 18 months:** □ Is the toddler listening and responding to a simple instruction like: "*Adam, put on your shoes?*"
- Is the **baby:** □ Using speech sounds (babbling) to communicate with adults?
- **Around 12 months:** □ Is the baby beginning to use single words like mummum, dada, tete (teddy)?
- **Around 15 months:** □ Can the baby say around 10 words (they may not all be clear)?
- **Around 18 months:** □ Is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?
- **Around 12 months:** □ Can the baby choose between 2 objects: "*Do you want the ball or the car?*"
- **Around 18 months:** □ Does the toddler understand lots of different single words and some two-word phrases, *such as "give me" or "shoes on"?*
- **By around 2 years old:** □ Is the child showing an interest in what other children are playing and sometimes joins in?

<ul style="list-style-type: none"> ▪ Start to say how they are feeling, using words as well as actions. ▪ Start to develop conversation, often jumping from topic to topic ▪ Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. ▪ Use the speech sounds p, b, m, w. ▪ Are usually still learning to pronounce: <ul style="list-style-type: none"> - l/r/w/y - - f/th - s/sh/ch/dz/j - - multi-syllabic words such as 'banana' and 'computer' 	<ul style="list-style-type: none"> ▪ By around 3 years old: <input type="checkbox"/> Can the child shift from one task to another if you get their attention. Using the child's name can help: <i>"Jason, can you stop now? We're tidying up"</i>. ▪ Towards their second birthday: <input type="checkbox"/> Can the child use up to 50 words? <input type="checkbox"/> Is the child beginning to put two or three words together: "more milk"? <input type="checkbox"/> Is the child frequently asking questions, such as the names of people and objects? ▪ Towards their third birthday: <input type="checkbox"/> Can the child use around 300 words? These words include descriptive language. They include words for time (<i>for example, 'now' and 'later'</i>), space (<i>for example, 'over there'</i>) and function (<i>for example, they can tell you a sponge is for washing</i>). <input type="checkbox"/> Is the child linking up to 5 words together? <input type="checkbox"/> Is the child using pronouns (<i>'me', 'him', 'she'</i>), and using plurals and prepositions (<i>'in', 'on', 'under'</i>) - these may not always be used correctly to start with. <input type="checkbox"/> Can the child follow instructions with three key words like: <i>"Can you wash dolly's face?"</i>
<ul style="list-style-type: none"> ▪ Listen to simple stories and understand what is happening, with the help of the pictures. ▪ Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. ▪ Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. ▪ Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> ▪ Around the age of 2: <input type="checkbox"/> Can the child understand many more words than they can say – between 200–500 words? ▪ Around the age of 2: <input type="checkbox"/> Can the child understand simple questions and instructions like: <i>"Where's your hat?"</i> or <i>"What's the boy in the picture doing?"</i> ▪ Around the age of 3: <input type="checkbox"/> Can the child show that they understand action words by pointing to the right picture in a book. <i>For example: "Who's jumping?"</i> <p>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>

Communication & Language: Three & Four Year Olds Pathways in Learning

Listening, Attention & Understanding	Observation Checkpoints
<ul style="list-style-type: none"> ▪ Enjoy listening to longer stories and can remember much of what happens. ▪ Can find it difficult to pay attention to more than one thing at a time. ▪ Understand a question or instruction that has two parts, <i>such as: "Get your coat and wait at the door"</i>. ▪ Understand 'why' questions, <i>like: "Why do you think the caterpillar got so fat?"</i> 	<ul style="list-style-type: none"> ▪ Around the age of 3: <input type="checkbox"/> Can the child shift from one task to another if you fully obtain their attention, <i>for example, by using their name?</i> <p>EY2P additional observation checkpoints to consider:</p> <ul style="list-style-type: none"> ▪ Around the age of 4: <input type="checkbox"/> Is the child joining in with Phase 1 phonics activities? <input type="checkbox"/> Are they able to discriminate between different sounds – environmental, instrumental, body percussion and voice? <input type="checkbox"/> Are they able to remember sounds they hear? <p style="text-align: right;"><i>* See Literacy links</i></p>
Speaking ... including Phase 1 Phonics	
<ul style="list-style-type: none"> ▪ Use a wider range of vocabulary. ▪ Sing a large repertoire of songs. ▪ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ▪ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' ▪ May have problems saying <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. ▪ Use longer sentences of four to six words. ▪ 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. ▪ Can start a conversation with an adult or a friend and continue it for many turns. ▪ Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> ▪ Around the age of 4: <input type="checkbox"/> Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? <input type="checkbox"/> Can the child use sentences joined up with words like 'because', 'or', 'and'? <i>For example: "I like ice cream because it makes my tongue shiver"</i>. <input type="checkbox"/> Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? <input type="checkbox"/> Can the child answer simple 'why' questions? <p>EY2P additional observation checkpoints to consider:</p> <ul style="list-style-type: none"> ▪ Around the age of 4: <input type="checkbox"/> Is the child able to talk about the sounds they hear? <input type="checkbox"/> Are they able to make different voice sounds, linked to early phonemic development? <p style="text-align: right;"><i>* See Literacy links</i></p>

Communication & Language: Reception Pathways in Learning

Listening, Attention & Understanding ... including Phase 1 Phonics

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Observation Checkpoints / EYFS Profile: ELGs

Early Learning Goal:

Children at the expected level of development will:

- 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

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

Early Learning Goal:

Children at the expected level of development will:

- 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.

Teaching Vocabulary

Gesturing / Sign Language

▪ **Using gestures, expression, signing and mime:**

- Supports children's understanding
- Enhances children's ability to communicate, allowing them to convey a message or thought that they would not be able to easily express using their limited vocabulary
- Scaffolds children's learning of new words and concepts

Vocabulary ... children need multiple encounters of new words

Select  **Teach / Explain**  **Activate / Explore**  **Consolidate / Review**

Multi-sensory approach

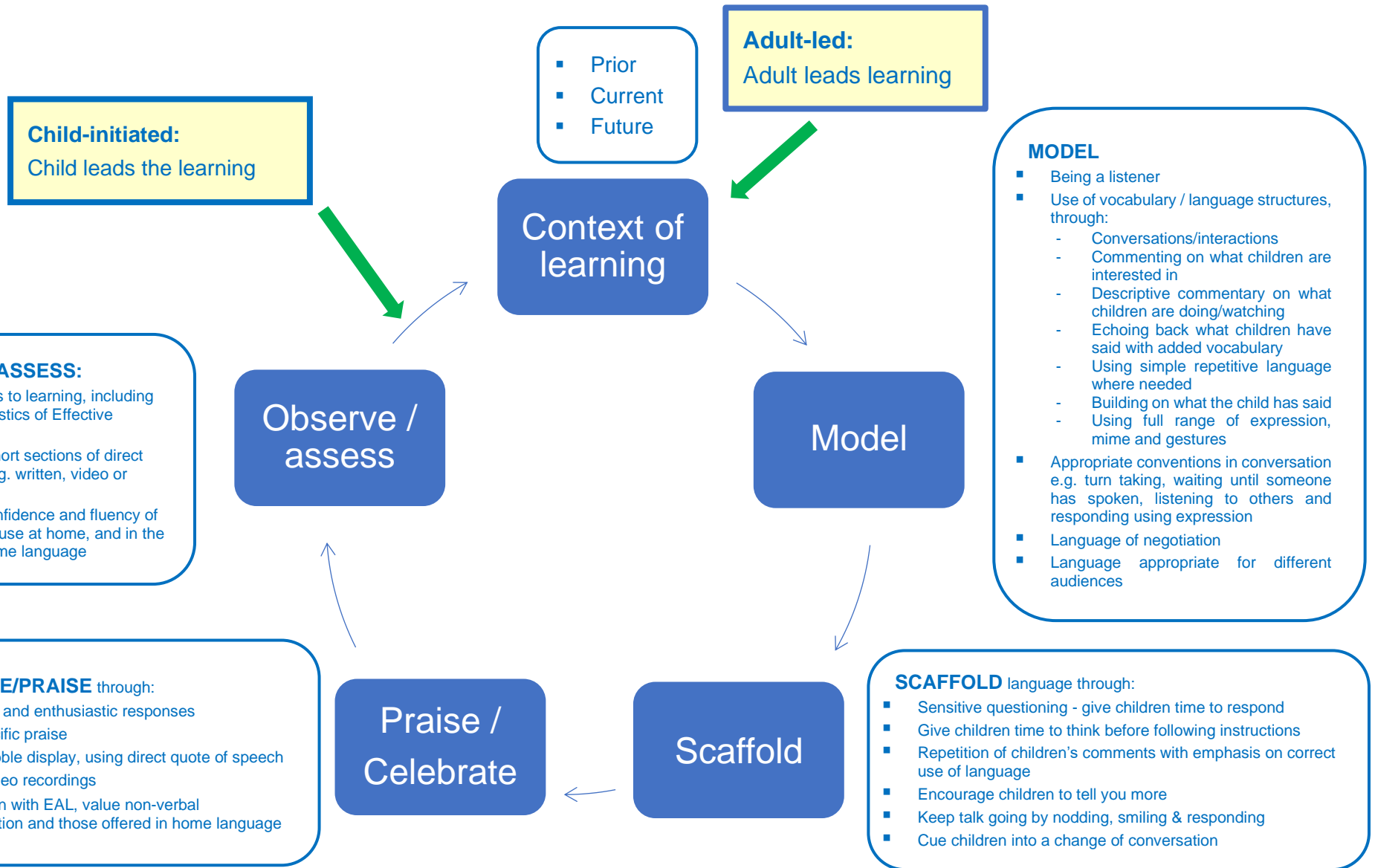
1. Introduce the new word through use of props / images / actions / stories / texts / songs ...
2. Explain the meaning of the new word in: □ initial context □ wider / alternative contexts
3. Model the new word and provide opportunities for children to practise the new word e.g. using different voices / breaking into syllables / orally segmenting
4. Share a sign / image for the new word to: □ continue to develop children's conceptual understanding □ provide a prompt to use the word regularly
5. Share linked songs / stories to enhance the understanding of the new word
6. Scaffold / support children to use the new word in a variety of contexts (adult-led / child-initiated learning)
7. Facilitate opportunities for children to practise, consolidate and apply the new word through multiple encounters (adult-led / child-initiated learning)
8. Provide specific praise when the new word is used independently and correctly, in a range of contexts.

Teaching Sentence Structure

Select  **Teach / Model**  **Scaffold / Apply**  **Consolidate / Review**

1. Select appropriate and purposeful sentence structures to support children's next steps in Communication and Language
2. Teach / model the new sentence structure in a relevant context using visual prompts, expression, gestures, mimes and signs
3. Focus on oral rehearsal of the new sentence structure within context
4. Scaffold / support children to adapt and personalise the sentence structure
5. Facilitate opportunities for children to practise / consolidate / apply the new sentence structure through multiple encounters (adult-led / child-initiated learning)
6. Provide specific praise when the new sentence structure is used independently and correctly, in a range of relevant contexts.

Role of the Adult in Communication and Language





The Targeter

Precision Teaching and Learning: Communication and Language Development

Supporting and scaffolding children's next steps in learning through their interests.

NURSERY

Week Beginning:

Listening, Attention & Understanding

Next steps in learning	Key strategies	Who?
To enjoy listening to familiar stories	<ul style="list-style-type: none"> ▪ One-to-one book share in (i) Book Area (ii) learning space of choice. ⇒ Practitioner to: <ul style="list-style-type: none"> - Model being a reader – <i>fluency, pace, expression and intonation</i> - Talk about the illustrations, encouraging the child to join in - Support the child to join in with repeated refrains (if appropriate) 	
To develop vocabulary linked to focus text: <ul style="list-style-type: none"> ○ <i>Action words (word endings ... ing)</i> 	<ul style="list-style-type: none"> ▪ Use story box in Book Area with text characters ▪ Small World Play ... indoors / outdoors ... with text characters ▪ Role play ... indoors / outdoors ... take on character roles / provide narrative ⇒ Practitioner to: <ul style="list-style-type: none"> ○ Model / clarify key vocabulary through descriptive commentary e.g. <ul style="list-style-type: none"> - <i>Monkey is jumping / The big elephant is stomping across the bridge.</i> ○ Create a short narrative with instructions for the children to follow e.g. <ul style="list-style-type: none"> - <i>One day elephant was sad and standing by the tree.</i> 	

Speaking

Next steps in learning	Key strategies	Who?
Use longer sentences of four words e.g. <ul style="list-style-type: none"> - <i>The is</i> - <i>I like the ...</i> - <i>I can see ...</i> * Sentence structure to be decided for individual children	⇒ Practitioner to: <ul style="list-style-type: none"> ○ Observe child in choice of learning space and sensitively join in ○ Model use of agreed four-word sentences through: <ul style="list-style-type: none"> □ descriptive commentary □ clarifying actions □ sharing opinions ○ Ask child to share their ideas through questioning, using full sentences, modelling / scaffolding as required e.g. <i>I like the ... What do you like?</i> 	

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: Language Development

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. **Strong, warm and supportive relationships** with adults enable children to learn how to understand their own **feelings** and those of others. Children should be **supported to manage emotions**, develop a **positive sense of self**, **set themselves simple goals**, have **confidence in their own abilities**, to **persist and wait** for what they want and **direct attention** as necessary. **Through adult modelling and guidance**, they will learn how to **look after their bodies**, including **healthy eating**, and **manage personal needs independently**. **Through supported interaction** with other children they learn how to make **good friendships**, **co-operate** and **resolve conflicts** peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Sequential vocabulary development guidance

Progression	Birth to Three	Three & Four Year Olds	Reception	Year One
Self-Regulation	<ul style="list-style-type: none"> feel happy sad gentle stop careful 	<ul style="list-style-type: none"> feelings scared / worried angry kind quiet / thinking time careful brave cross 	<ul style="list-style-type: none"> emotion expression frightened angry frustrated excited confused disappointed proud pleased lonely goal instruction independent nervous surprised embarrassed calm 	<ul style="list-style-type: none"> curious annoyed impressed thoughtful peaceful achievement confident anxious astonished
Managing Self	<ul style="list-style-type: none"> share my / your turn toilet snack time drink food hungry thirsty tired wet hurt sleepy outdoor clothing words e.g. coat / wellies / shoes body parts e.g. arm / leg peg carpet time learning time inside outside poorly 	<ul style="list-style-type: none"> washing hands zip / button(s) tie / buckle / velcro clothing e.g. jumper / cardigan put on / take off hot / cold body parts e.g. fingers / toes teeth / toothbrush clean right wrong 	<ul style="list-style-type: none"> take turns weekly challenge healthy/unhealthy fit body parts e.g. lips/ eyebrows/ ankle / wrist /heart ... exercise heart beat gums risk 	<ul style="list-style-type: none"> energetic starving muscle bones diet carnivore herbivore omnivore senses stamina
Building Relationships	<ul style="list-style-type: none"> mummy daddy names of siblings some extended family names name of Key Person name of peers in key group name of peers beyond key group friend help love 	<ul style="list-style-type: none"> teacher extended family names mine yours caring kind together nursery reception 	<ul style="list-style-type: none"> special friendly school personnel e.g. site manager / head teacher alone give support team partner 	<ul style="list-style-type: none"> friendship sensitive company trust include loyal kindness reassurance

Examples to support the development of vocabulary within meaningful contexts e.g. through practitioner descriptive commentary, instructions, questions

Self-Regulation	<ul style="list-style-type: none"> I can see you are feeling sad/happy. Please wait and I will help you in a minute. Can you go and get ...? 	<ul style="list-style-type: none"> It's time to listen to ... Can you have a go at ...? Let's do something kind to help ... Today my special helper is ... We are working together to ... Our rules are ... How are you feeling today? I wonder how ... is feeling now ...? Why? How? That was the right/wrong thing to do. 	<ul style="list-style-type: none"> You have made a healthy choice What would the healthy choice be? Let's cooperate to ... Do you feel confident to ...? What would the risk be if we ...? How could we support ... to ...? What's special about ...? I'm impressed with ... That was very thoughtful of you to ... I know it's annoying but ... What is frustrating you? 	<ul style="list-style-type: none"> What makes this friendship special? What are you curious about? I would be annoyed if ... You have moved energetically What would make a healthy diet for ...? How could we reassure ... about ...?
Managing Self	<ul style="list-style-type: none"> It's ... turn now. Would you like to ...? It's carpet/learning time now. Who? What? Where? Can you do it by yourself? Which is your ...? Can you point to? Who is going to help me to? 			
Building Relationships				

Examples of sentence structures

Self-Regulation	<ul style="list-style-type: none"> I am I can ... I want / need ... 	<ul style="list-style-type: none"> I / we / she / he need(s) ... We can ... I can do it by myself Please can you help me to is my friend I feel I like ... and ... This is ... Who / what / how is ...? 	<ul style="list-style-type: none"> I am friendly with ... I feel because ... I like ... because ... This is ...because ... I enjoyed ... because ... I need some help with/to ... We are working together to ... 	<ul style="list-style-type: none"> Yes / no ... because..... I like... because...and..... I don't like... because ... and... I agree with... because... It is right to ... because ... It is wrong to ... because ... Would you like me to help you?
Managing Self	<ul style="list-style-type: none"> Here is ... My turn ... Can I have a turn ...? 			
Building Relationships				

Quality Teaching & Learning Opportunities:

Daily Routine	Adult-Led	Child-Initiated	Home Learning
<ul style="list-style-type: none"> Meet and Greet Group times Continuous provision Snack / lunch time Celebrating learning Home time 	<ul style="list-style-type: none"> PSE circle times Linked stories / rhymes Emotion puppets Guided small group activities for identified children 	<ul style="list-style-type: none"> Across provision: indoors and outdoors 	<ul style="list-style-type: none"> See EY2P PSE Booklets Linked stories to focus theme Celebrating home achievements
Role of the Adult	<p>Adult-Led / child-initiated:</p> <ul style="list-style-type: none"> Supporting children to: □ follow daily routine e.g. using visual timetable □ develop independence with self-care routines □ engage in purposeful learning Appropriate and sensitive approach to children's emotional expressions with descriptive commentary e.g. <i>You are smiling; you look happy</i> Supporting children to indicate preference through gestures / movement / actions / words / phrases e.g. to select independent activity Ensuring consistent behaviour management strategies used by all practitioners across the day Learning scaffolded with descriptive commentary Teaching and modelling signs for key emotions e.g. <i>happy / sad</i> Introducing emotion cards / visuals e.g. <i>happy / sad</i> Using of specific praise 		

PHYSICAL DEVELOPMENT: Language Development

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and **play movement with both objects and adults**. **By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility**. **Gross motor skills** provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control** and precision helps with hand-eye co-ordination which is later **linked to early literacy**. **Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.**

Sequential vocabulary development guidance

Progression	Birth to Three	Three & Four Year Olds	Reception	Year One
Gross Motor Skills	<ul style="list-style-type: none"> ■ walk ■ stand ■ sit ■ lie ■ wave ■ stamp ■ lift ■ run ■ jump ■ climb ■ pull/push ■ up/down ■ splash ■ hit ■ kick ■ roll ■ stop/go ■ slow/fast ■ round ■ hide ■ carry ■ dance ■ shake ■ wiggle ■ stretch ■ rock ■ positional language e.g. <i>on, in, out, under, top, bottom, turn</i> ■ pass ■ slip ■ safely / carefully ■ games equipment e.g. <i>bat, ball, mat</i> 	<ul style="list-style-type: none"> ■ follow ■ lead ■ copy ■ balance ■ hop ■ skip ■ stretch ■ swing ■ high/low ■ step ■ gallop ■ slither ■ pedal ■ steer ■ dig ■ bend ■ flap ■ spin ■ twist ■ bow ■ bat ■ throw/catch ■ bounce ■ hill ■ settle/rest ■ target ■ faster/slower ■ travel / move ■ positional language e.g. <i>behind, in front, over, through, forward, backward</i> ■ reach ■ rule ■ games equipment e.g. <i>hoop, goal, cone, stilts</i> 	<ul style="list-style-type: none"> ■ land ■ crouch ■ squat ■ sideways ■ slope ■ avoid ■ dodge ■ hang ■ stable ■ march ■ rotate ■ twirl ■ aim ■ shoot ■ strike ■ dribble ■ speed ■ brake ■ dash ■ steady ■ reverse ■ swerve/sway ■ team ■ skill ■ obstacle ■ apparatus ■ stop watch ■ time 	<ul style="list-style-type: none"> ■ glide ■ hover ■ stride ■ amble ■ coordinate / coordination ■ attack/defend ■ tactic ■ stamina ■ half-time ■ routine ■ warm-up / cool-down ■ movement ■ compete / competitive ■ co-operative ■ agile
Fine Motor Skills	<ul style="list-style-type: none"> ■ tall ■ build ■ stack ■ pat ■ cut ■ squeeze ■ squash ■ bang ■ clap ■ paint/ paint brush ■ draw ■ write ■ paper ■ pencil ■ crayon / chalk/ felt tip ■ tear ■ zip/button 	<ul style="list-style-type: none"> ■ short ■ long ■ thin ■ collect / pick up ■ pour ■ fold ■ funnel ■ sieve ■ tip ■ spread ■ pinch ■ tuck ■ tweezer / tongs ■ beat ■ tap ■ scoop ■ hammer ■ nails ■ repeat ■ thread ■ sew ■ words to support writing/mark making e.g. <i>line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curl/y, zig-zag, tail, curly, straight, cross</i> 	<ul style="list-style-type: none"> ■ wide ■ mould ■ flatten ■ pluck ■ construct ■ collapse ■ grip ■ snip ■ beat ■ words to support writing e.g. <i>arch, flick, under, line, space, neat, below</i> ■ filter ■ pipe ■ fasten ■ resources ■ tools 	<ul style="list-style-type: none"> ■ spiral ■ enclose ■ beneath ■ stabilise ■ extend

Examples to support the development of vocabulary within meaningful contexts e.g. through practitioner descriptive commentary, instructions, questions

Gross Motor Skills	<ul style="list-style-type: none"> ■ Let's ...run/ jump. ■ Can you...e.g. climb/roll? ■ You are running fast. ■ Stop at the ... ■ Go to/in the ... ■ Go the... ■ I like the way you are... ■ Pass the... to ■ Squeeze / squash / pat ... the ... 	<ul style="list-style-type: none"> ■ Can you balance along the You can put your hands out like this, to help you to balance. ■ Follow the leader. ■ Copy / repeat the pattern ■ like a ■ Bow to the audience. ■ You can use the ... to ■ Travel through/under/over. ■ Try to hit the target. ■ The rules of the game are... 	<ul style="list-style-type: none"> ■ Bend your knees when you land. ■ Can you make the ... more stable. ■ Aim for the ... ■ The aim of the game is to ...■ Which obstacle is next? ■ What do you think you could construct with these resources? ■ Travel to the ... but make sure you avoid the...■ Who is in your team? ■ Let's practise the skill of 	<ul style="list-style-type: none"> ■ Can you build up your stamina to? ■ Can you plan your movement pattern. ■ Can you extend it? ■ Who will be the e.g. <i>attack / defender?</i> ■ Remember to warm-up. ■ Talk your team and decide what your tactics are going to be for this game.
Fine Motor Skills				

Examples of sentence structures

Gross Motor Skills	<ul style="list-style-type: none"> ▪ I can ... ▪ Look at my ... ▪ I like to ... ▪ I can go ... 	<ul style="list-style-type: none"> ▪ I can travel/move like a... ▪ The rules of the game are... ▪ I can follow... ▪ I can ... the ... 	<ul style="list-style-type: none"> ▪ ... are in my team. ▪ The next obstacle is... ▪ You have to go ▪ I can make it more stable by.... ▪ I am going to try to ... ▪ If I ... /it might... ▪ I can use a ...to ... ▪ We could use ... ▪ The aim of the game is to ... 	<ul style="list-style-type: none"> ▪ My target is to ▪ We ..., ... and ... in our movement pattern. ▪ will attack while ...defends ▪ Our tactics are ... ▪ It is competitive, because... ▪ We co-operate to ... ▪ I can build up my stamina by ...
Fine Motor Skills	<ul style="list-style-type: none"> ▪ Help me to ... ▪ Show me how to... 	<ul style="list-style-type: none"> ▪ I can use a ... ▪ Please can you help me to ...? ▪ It's ... turn now. 		

Quality Teaching & Learning Opportunities:

Daily Routine	Adult-Led	Child-Initiated	Home Learning
<ul style="list-style-type: none"> ▪ Regular outdoor learning opportunities ▪ Action rhymes/songs ▪ Movement in and around the learning environment ▪ Travel around the school 	<ul style="list-style-type: none"> ▪ Group times – action songs/rhymes. Explicit modelling of specific PD skills. ▪ Group or key person dance times ▪ Focused teaching in each area of the learning environment (indoors/outdoors) to teach specific PD skills ▪ Precision 1:1 teaching within provision 	<ul style="list-style-type: none"> ▪ Physical opportunities throughout provision, indoors and outdoors ▪ Provision enhancements linked to PD priority next steps 	<ul style="list-style-type: none"> ▪ Encourage outdoor play where ever possible ▪ Suggest physical games/activities (indoors and outdoors) ▪ Develop parental awareness of the importance of daily physical development (fine and gross) e. g. walking, cycling, cooking, making, sport, dancing, drawing, transient art
Role of the Adult	<p>Child-initiated:</p> <ul style="list-style-type: none"> ▪ Role of the Targeter: Precision teaching within provision <ul style="list-style-type: none"> ○ Targeting workshop area /learning zone with enhanced PD opportunities ○ Targeting specific children in learning space of interest and encouraging participation in identified PD next steps in learning ○ Targeting children who are reluctant to engage in gross/fine motor activities indoors/outdoors ▪ Role of the Manager: <ul style="list-style-type: none"> ○ Ensuring all children engage in physical/ active learning ○ Practise, consolidation of key skills ○ Modelling key vocabulary / skills /actions ○ Scaffolding children to develop independence with physical skills ○ Use of specific praise to celebrate physical achievements 		

LITERACY: Language Development

Educational Programme: 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)**.

Sequential vocabulary development guidance

Progression	Birth to Three	Three & Four Year Olds	Reception	Year One
Comprehension	<ul style="list-style-type: none"> ■ like ■ listen ■ song ■ rhyme ■ actions ■ story ■ book ■ page ■ picture ■ end ■ missing 	<ul style="list-style-type: none"> ■ favourite ■ back ■ front ■ turn ■ point ■ page number ■ cover ■ character ■ retell ■ author ■ rhymes/rhyming ■ role play ■ predict ■ order ■ funny 	<ul style="list-style-type: none"> ■ title ■ blurb ■ beginning ■ middle ■ set ■ event ■ sequence ■ fiction ■ non-fiction ■ poem ■ prediction ■ expression ■ question mark ■ exclamation mark ■ contents ■ index 	<ul style="list-style-type: none"> ■ discuss ■ heading ■ cross-check ■ dislike ■ prefer ■ aspect ■ main event ■ plot ■ personality ■ link ■ main ideas ■ text ■ illustration ■ diagram
Word Reading	<ul style="list-style-type: none"> ■ sound ■ page ■ gentle ■ last ■ name 	<ul style="list-style-type: none"> ■ word ■ letter ■ start ■ point ■ follow ■ capital letter ■ lower-case letter ■ last / first ■ full stop ■ front sound/phoneme ■ sound talk ■ print ■ top ■ bottom ■ sentence 	<ul style="list-style-type: none"> ■ phonics ■ letter names ■ alphabet ■ phoneme ■ grapheme ■ blend/ sound blending ■ segment ■ spell ■ digraph ■ trigraph ■ tricky/ common exception word ■ practise 	<ul style="list-style-type: none"> ■ alternative ■ adjacent consonants ■ long vowel ■ short vowel ■ spelling rule ■ root word
Writing	<ul style="list-style-type: none"> ■ paint / paint brush ■ draw ■ write ■ paper ■ pencil ■ crayon / chalk/ felt tip ■ up ■ down ■ round 	<p>Transcription: ■ back ■ hold ■ pencil grip ■ over ■ arch ■ dot ■ cross ■ stop ■ a bit ■ curly ■ zig-zag ■ long ■ tail</p> <p>Composition (including positional language): label ■ message ■ letter ■ card ■ list ■ sign</p>	<p>Transcription: ■ join ■ arch ■ flick ■ under ■ line ■ neat ■ space capital letter ■ full stop</p> <p>Composition: ■ caption ■ sentence ■ address ■ instruction ■ first ■ next ■ then ■ after that ■ so ■ and ■ but ■ or ■ because ■ until ■ unfortunately ■ luckily ■ finally ■ after that ■ sadly ■ happily ■ quietly ■ silently ■ some ■ most ■ all</p>	<p>Transcription: ■ question mark ■ exclamation mark ■ sequence ■ singular ■ plural ■ punctuation ■ prefix ■ suffix</p> <p>Composition: ■ soon ■ suddenly ■ amazement ■ surprise ■ a few ■ many ■ perhaps ■ also ■ invent ■ audience ■ recount</p>

Examples to support the development of vocabulary within meaningful contexts e.g. through practitioner descriptive commentary, instructions, questions

Comprehension	<p>Reading: ■ Sing the song. ■ Join in with the rhyme. ■ Do the actions. ■ Let's share the book. ■ I like the way you are holding the book/turning the pages. ■ What can you see in the picture? ■ This is my favourite book. Which is yours? ■ Who? What? Where? Writing: ■ You are using a ...to write/draw/make marks. Who is your... for?</p>	<p>Reading: ■ Where is the picture? Where are the words? ■ Show me a word / letter. ■ What sound/phoneme can you hear at the start of the word? ■ What do you think might happen next? ■ I like the way you ...follow the print with your finger.</p> <p>Writing: ■ Where should we start to write? ■ Can you write your name? ■ You could use your name card to help you. ■ I can read your name on this. Now I know... it belongs to you/ was made by you. ■ Can you tell me about your writing/drawing/painting?</p>	<p>Reading: ■ Does it make sense / sound right / look right? ■ Does the first letter help? ■ Let's read it again and make it sound really good. ■ How do you think... is feeling? ■ Why do you think ... is feeling? ■ I wonder why...Writing: ■ Can you hear the first sound in the word? ■ What other sounds can you hear? ■ Think it. Say it. Write it. Read it. ■ Remember to leave a space between your words. ■ I read your ... and now I know....</p>	<p>Reading: ■ Does this sound right and look right? ■ What would make sense? Tell me why. ■ Where is it set? Writing: ■ What happens in the beginning/middle/end of your story? ■ Your story/poem made me feel/think...</p>
Word Reading				
Writing				

Examples of sentence structures

Comprehension	<ul style="list-style-type: none"> ▪ I like... ▪ I can see/hear/ ▪ Look at my ... 	<ul style="list-style-type: none"> ▪ My favourite book/song is ... ▪ Will you read this book with me? ▪ I am writing a ...shopping list / card / letter ▪ I am/can/like... ▪ One day... ▪ The end. ▪ This is my name / drawing / writing. 	<ul style="list-style-type: none"> ▪ My favourite story / song / character ... because... ▪ I have written a ... list/card/letter ▪ This is... / It can... ▪ Once upon a time ... who... ▪ One morning/afternoon/night... ▪ lived happily ever after 	<ul style="list-style-type: none"> ▪ It would have been better if ... ▪ The part I like best/least ... ▪ My story/writing is about... ▪ A long while a go... ▪ At that moment... ▪ To his amazement/surprise... ▪ like... (simile) ▪ Another thing you can do... ▪ Most... but some...
Word Reading				
Writing				

Quality Teaching & Learning Opportunities:

Daily Routine	Adult-Led	Child-Initiated	Home Learning
<ul style="list-style-type: none"> ▪ Songs, rhymes and raps used to support the daily routines e.g. <ul style="list-style-type: none"> - Meet and greet - Group times - Tidy up time 	<ul style="list-style-type: none"> ▪ Daily shared reading / writing (differentiated) ▪ Weekly guided talk / reading / writing (differentiated) ▪ Additional guided reading / writing for identified children ▪ Precision 1:1 teaching within provision ▪ Story time ▪ Song/rhyme time 	<ul style="list-style-type: none"> ▪ Holistic reading / writing opportunities across provision, indoors and outdoors ▪ Provision enhancements linked to high value learning objectives 	<ul style="list-style-type: none"> ▪ Familiar songs and rhymes ▪ Home reading books to support <ol style="list-style-type: none"> 1. Application of phonics / word recognition 2. Reading comprehension 3. Reading for pleasure e.g. library book / bedtime story ▪ Fun reading / writing opportunities ▪ Phonics games / activities ▪ High frequency word reading games ▪ Online programmes e.g. Reading Eggs
Role of the Adult	<p>Child-Initiated Learning:</p> <ul style="list-style-type: none"> ▪ Role of the Targeter: Precision teaching within provision <ul style="list-style-type: none"> ○ Targeting workshop area / learning zone with enhanced purposeful talk / reading / writing opportunities ○ Targeting specific children in learning space of interest and encouraging participation in identified literacy next steps in learning ▪ Role of the Manager: <ul style="list-style-type: none"> ○ Ensuring purposeful learning practise, consolidation of key skills ○ Modelling key vocabulary / reading / writing / consolidation & application of phonics ○ Scaffolding independent reading and writing ○ Use of specific praise 		

MATHEMATICS: Language Development

Educational Programme: Developing a **strong grounding in number** is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.** By **providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting** - children will develop a **secure base of knowledge and vocabulary from which mastery of mathematics is built.** In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning skills across all areas of mathematics including shape, space and measures.** It is important that children develop positive attitudes and interests in mathematics, **look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice** and not be afraid to make mistakes.

Sequential vocabulary development guidance

Progression	Birth to Three	Three & Four Year Olds	Reception	Year One
Number	<p>Number: ■ lots ■ more ■ same ■ one to five</p> <p>Shape/Pattern: ■ shape ■ turn ■ pattern ■ look</p> <p>Measure: ■ big ■ bigger ■ small ■ smaller ■ little ■ high ■ low ■ tall ■ heavy ■ empty ■ full ■ snack time ■ lunch time ■ home time ■ story time</p> <p>Positional Language: ■ in ■ out ■ under ■ behind ■ top ■ bottom ■ turn</p>	<p>Number: ■ different ■ sort ■ match ■ six to ten ■ more than ■ fewer than ■ less ■ all ■ most</p> <p>Shape/Pattern: ■ circle ■ rectangle ■ triangle ■ cuboids ■ sides ■ corners ■ straight ■ flat ■ round ■ pattern ■ spots / spotty ■ strips / stripey</p> <p>Measure: ■ smallest ■ biggest ■ lower ■ taller ■ heavier ■ long ■ short ■ large ■ first ■ then ■ last ■ after ■ before ■ day ■ night/ night-time ■ morning ■ afternoon ■ evening ■ earlier ■ later ■ to late ■ too soon ■ in a minute</p> <p>Positional Language: ■ in ■ on ■ under ■ up ■ down ■ besides ■ between ■ in front of ■ behind ■ through ■ near ■ between ■ side ■ front ■ back ■ over ■ around ■ next to</p>	<p>Number: ■ eleven to twenty + ■ before ■ after ■ more than ■ less than ■ estimate ■ add / addition ■ take away ■ subtraction ■ leave ■ left over ■ makes/equals ■ share ■ half ■ pair ■ whole ■ double ■ equal ■ few ■ enough ■ even ■ odd ■ number bonds ■ 5/10 frame</p> <p>Shape/Pattern: ■ sphere ■ cylinder ■ cone ■ rotate ■ repeating pattern</p> <p>Measure: ■ longer ■ longest ■ shorter ■ shortest ■ largest ■ heaviest ■ balance ■ thick ■ thin ■ wide ■ narrow ■ early ■ later ■ morning ■ afternoon ■ evening</p> <p>Positional Language: ■ forwards ■ backwards ■ above ■ below ■ both ■ second ■ next</p>	<p>Number: ■ zero to one hundred ■ count on / back ■ count in one's / two's / ten's ■ every other ■ tens ■ units ■ exchange ■ digit ■ teen number ■ equal to ■ greatest ■ most ■ fewest ■ compare ■ order ■ roughly ■ just over / under ■ too many / few ■ plus ■ minus ■ total ■ score ■ difference between ■ opposite</p> <p>Geometry: ■ hollow ■ solid ■ face ■ edge ■ underneath ■ centre</p> <p>Measure: ■ length ■ height ■ width ■ depth ■ deep ■ shallow ■ far ■ near ■ close ■ ruler ■ metre stick ■ days of the week ■ seasons</p>
Numerical Pattern				

Examples to support the development of vocabulary within meaningful contexts e.g. through practitioner descriptive commentary, instructions, questions

Number	<p>Number: ■ You now have more ... ■ Do you have the same? ■ Let's count ■ Can you help me to count? Let's touch each...to count</p> <p>Shape/Pattern: ■ You are fitting the shapes together ■ Turn the shape to see what happens ■ Can you copy my pattern? ■ Measure: You have made two small balls of dough ■ You have built a tall tower</p> <p>Positional Language: ■ ... you are reaching up high to ... ■ Can you put your ... under the ... ?</p>	<p>Number: ■ What is the same and what is different? ■ You have sorted all the ... together ■ You have more ... than ... ■ I think ... has more/less ... Am I right? How can we check? ■ Can you give me one / two ...? ■ Can you help me to count?</p> <p>Shape/Pattern: You have a shape with a straight edge ■ Where does the cuboid go on the shelf? ■ Which shapes are round? ■ Tell me about your pattern. What do you like about it? ■ Measure: This bucket is heavier than the ... ■ Who can make the smallest ... What did you do? ■ How can we lower the ...? ■ Positional Language: ■ You are pushing the car through the tunnel ■ Can you put the ... on the side</p>	<p>Number: ■ How can we use your counting skills? ■ You have added... ■ What do you think comes next? Why? ■ You have two equal groups; they have the same number. Tell me how you did that ■ What made you decide to do it that way?</p> <p>Shape/Pattern: ■ You rotated the shape to make it fit ■ What comes next in your repeating pattern? ■ What is the same different about your two shapes?</p> <p>Measure: ■ This piece of ... is thin at the top and wide at the ... ■ Can you find a narrow ...? ■ Do you think we have found the right solution? ■ Positional Language: ■ You both have the same ... ■ What comes next? How do you know?</p>	<p>Number: ■ My favourite teen number is ... because ... ■ What is your favourite teen number? Why? ■ The number ... has two digits. What are they? How do you know? ■ How can we compare these two numbers? ■ What is the difference between ... and ... How do you know? ■ Geometry: ■ I have sorted my shapes into hollow and solid. Can you tell me what is the difference between the two groups? ■ Who can find me a shape with 6 faces. Tell me why you are right. ■ Measure: What can I use to measure a big space?</p>
Numerical Pattern				

Examples of sentence structures

Number	<ul style="list-style-type: none"> I have lots of The ... are the same Mine is ... It is ... time I am ... You are ... 	<ul style="list-style-type: none"> I sorted the ... by The ... are different / same I have more/fewer than ... My pattern / shape is ... This is a It has The ... is ... than the ... The ... is the 	<ul style="list-style-type: none"> I have more / less than ... I can make ... in different ways ... add ... makes ... take away ... equals Half of is ... Double ... is ... These shapes are the same / different because ... The ... is longer because ... In the morning I / we ... I am to ... You are to ... 	<ul style="list-style-type: none"> I started at number ... I am counting ... The odd one out is ... because ... The difference between ... and is ... because I think it might be ... I know it is correct because ... The answer is ... because This does not work because ... To find out we can ...
Numerical Pattern				

Quality Teaching & Learning Opportunities:

Daily Routine	Adult-Led	Child-Initiated	Home Learning
<ul style="list-style-type: none"> Mathematical vocabulary modelled throughout the daily routine e.g. <ul style="list-style-type: none"> Registration Visual timetable Instructions 	<ul style="list-style-type: none"> Daily shared maths (differentiated) Weekly guided maths (differentiated) Additional guided maths for identified children Precision 1:1 teaching within provision Mathematical stories Mathematical rhyme time 	<ul style="list-style-type: none"> Holistic mathematical opportunities across provision, indoors and outdoors Provision enhancements linked to high value learning objectives 	<ul style="list-style-type: none"> Number rhymes Mathematical themed stories Practical activities involving everyday activities / objects Online maths programmes e.g. Maths Seeds
Role of the Adult	<p>Child-Initiated Learning:</p> <ul style="list-style-type: none"> Role of the Targeter: Precision teaching within provision <ul style="list-style-type: none"> Targeting workshop area / learning zone with enhanced mathematical activity / resources Targeting specific children in learning space of interest and encouraging participation in identified mathematical next steps in learning Role of the Manager: <ul style="list-style-type: none"> Ensuring purposeful learning ... practise, consolidation of key skills Modelling key vocabulary / skills Use of specific praise 		

UNDERSTANDING THE WORLD: Language Development

Educational Programme: Understanding the world involves guiding children to **make sense** of their **physical world** and their **community**. The frequency and range of children's **personal experiences** increases their **knowledge** and **sense of the world around them** – from **visiting parks, libraries and museums to meeting important members of society** such as police officers, nurses and firefighters. In addition, listening to a **broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as **building important knowledge, this extends their familiarity with words** that **support understanding across domains**. **Enriching and widening children's vocabulary** will support later **reading comprehension**.

Sequential vocabulary development guidance

Progression	Birth to Three	Three & Four Year Olds	Reception	Year One
Past and Present	<ul style="list-style-type: none"> ■ big ■ little ■ baby ■ birthday ■ party ■ mummy ■ daddy ■ brother ■ sister ■ names of siblings 	<ul style="list-style-type: none"> ■ before ■ after ■ next ■ now ■ day ■ night ■ today ■ grow ■ change ■ old ■ young ■ new ■ same ■ different ■ family ■ photograph 	<ul style="list-style-type: none"> ■ history ■ past ■ present ■ future ■ long ago ■ morning ■ afternoon ■ yesterday ■ tomorrow ■ week ■ month ■ remember ■ year ■ parent ■ extended family members, e.g. <i>cousin, auntie, uncle</i> ■ grandparent ■ toddler ■ adult ■ time ■ later ■ compare ■ similarities ■ differences ■ younger ■ older 	<ul style="list-style-type: none"> ■ timeline ■ memory ■ sequence ■ date ■ artefact ■ event ■ youngest ■ oldest
People, Culture and Communities	<ul style="list-style-type: none"> ■ mummy ■ daddy ■ names of siblings ■ some extended family names ■ home ■ friend ■ love ■ party ■ body parts e.g. <i>head, eyes, mouth, nose, ear, arm, leg, fingers, toes, hand, foot, hair</i> ■ transport e.g. <i>car, bus, truck</i> 	<ul style="list-style-type: none"> ■ teacher ■ extended family names ■ names of peers ■ occupations e.g. <i>doctor, nurse, police, firefighter</i> ■ job ■ help ■ kind ■ celebrate ■ same ■ different ■ places e.g. <i>nursery/school, shop, park, house, garden</i> ■ body parts e.g. <i>face, neck, teeth, knees, body, back, skin</i> ■ transport e.g. <i>train, aeroplane, digger, boat</i> ■ world ■ country ■ land ■ sea ■ beach ■ farm ■ hills ■ zoo ■ wild ■ road 	<ul style="list-style-type: none"> ■ geography ■ special ■ similar ■ differences ■ cultures ■ traditions ■ cultural celebrations e.g. <i>Diwali, Christmas etc</i> ■ places of worship e.g. <i>church, temple, mosque</i> ■ religion ■ believe ■ compare ■ occupations e.g. <i>dentist, paramedic, pilot, astronaut</i> ■ brave ■ care ■ helpful ■ body parts e.g. <i>shoulder, elbow, bones, heart, lips, freckles, skin, chest, tongue</i> ■ transport e.g. <i>rocket, ship, submarine</i> ■ places e.g. <i>library, museum</i> ■ features of the environment e.g. <i>island, forest, jungle, woodland, mountain, fields, river</i> ■ map ■ location e.g. <i>earth, planet, UK, some country names linked to cohort, local town/village name, address, city</i> ■ geographical terminology e.g. <i>forwards, backwards, turn, left, right</i> 	<ul style="list-style-type: none"> ■ religions e.g. <i>Islam, Christianity</i> ■ places of worship e.g. <i>church, temple, mosque, synagogue</i> ■ body parts e.g. <i>lungs, breathe, stomach, digest</i> ■ geographical features e.g. <i>desert, stream, ocean</i> ■ places e.g. <i>continents, north / south pole, extended list of countries</i> ■ geographical terminology e.g. <i>left, right, distance, compass, north, south, east, west, globe, plan, location</i>
The Natural World	<ul style="list-style-type: none"> ■ sand ■ water ■ big ■ small ■ look ■ see ■ jump ■ pets e.g. <i>cat, dog</i> ■ flower ■ tree ■ grass ■ leaf ■ shell ■ stone ■ stick ■ worm ■ fly ■ snail ■ spider ■ bird ■ sun ■ moon ■ rain ■ puddle ■ dry ■ wet ■ colours ■ hot ■ cold ■ nice ■ fruits e.g. <i>banana, apple, orange</i> 	<ul style="list-style-type: none"> ■ senses e.g. <i>listen, smell, hear, see</i> ■ hard ■ soft ■ stretch ■ snap ■ forces e.g. <i>push, pull, magnet, float, sink</i> ■ weather e.g. <i>wind, sunny, snow, ice, splash</i> ■ day ■ night ■ dark ■ light ■ sky ■ star ■ minibeast names e.g. <i>caterpillar, ant</i> ■ wriggle ■ life cycles e.g. <i>egg, grow, change, caterpillar, butterfly</i> ■ woodland animals e.g. <i>squirrel, hedgehog</i> ■ farm animals e.g. <i>cow, horse, pig, sheep</i> ■ wild animals e.g. <i>lion, elephant, monkey</i> ■ natural objects e.g. <i>wood, rock</i> ■ fruit names e.g. <i>strawberries, blueberries ...</i> ■ some vegetable names ■ cooking ■ melting 	<ul style="list-style-type: none"> ■ science ■ senses e.g. <i>touch, taste, feel</i> ■ sweet ■ sour ■ bright ■ clear ■ rough ■ smooth ■ shiny ■ shadow ■ dull ■ bumpy ■ waterproof ■ magnetic ■ freeze ■ melt ■ heat ■ frozen ■ sound ■ material names e.g. <i>plastic, glass, metal</i> ■ observe ■ magnifying glass ■ weather e.g. <i>warm, icy, sunshine, windy, clouds, rainy, fog, thunder, lightning, rainbow, hailstone, storm</i> ■ season names e.g. <i>spring, summer, autumn, winter</i> ■ extended animal names e.g. <i>including mammals, birds, fish, polar</i> ■ hibernate ■ nocturnal ■ hunt ■ nature ■ minibeast ■ insect ■ life cycle e.g. <i>egg, hatch, chrysalis, duckling, chick</i> ■ animal features e.g. <i>feathers, fur, beak, scales, shell, talons</i> ■ animal mums and babies e.g. <i>cow / calf</i> ■ plant and tree parts e.g. <i>seed, plant, petal, stem, roots, leaves, branch, bark</i> ■ natural materials e.g. <i>conker, acorn, pinecone, pebble, rock</i> ■ extended fruit and vegetable names ■ experiment ■ test 	<ul style="list-style-type: none"> ■ predict ■ forces ■ transparent ■ solid ■ liquid ■ absorbent ■ bendy ■ stiff ■ fabric ■ elastic ■ brick ■ delicate ■ natural ■ man-made ■ vibration ■ examine ■ weather e.g. <i>mist, sleet, cloudy, cool, stormy</i> ■ animal classifications e.g. <i>amphibians, invertebrates, reptiles</i> ■ animal terminology e.g. <i>habitat, nocturnal, migrate, omnivore, predator, prey, metamorphoses</i> ■ animal features e.g. <i>cold / war blooded, gills</i> ■ trees and plants e.g. <i>deciduous evergreen, bud, bulb, pollen, nectar, shoots, blossom</i>

Examples to support the development of vocabulary within meaningful contexts e.g. through practitioner descriptive commentary, instructions, questions

Past and Present	<ul style="list-style-type: none"> ■ I can see the baby ■ Can you touch your ... ■ This is a flower. ■ Let's jump in the puddles. ■ It is big ... 	<ul style="list-style-type: none"> ■ I can see your family in the photograph. Can you tell me who they are? ■ You both have the same hair colour. ■ You are dressed up as a nurse. What are you going to do? ■ Did you try and push the truck? ■ I am watching the caterpillar wriggle. ■ What did you collect? ■ Where did you find...? ■ What can you see / hear / smell? ■ What does it look like? ■ I wonder what will happen when/if ...? ■ How has... changed? ■ What is your favourite...? ■ Tell me about your... ■ What do you like? ■ Tell me about a special time... 	<ul style="list-style-type: none"> ■ You are using your sense of smell to ... ■ This feels ... and ... ■ This material is waterproof. I am going to wear it in the rain. ■ I like the way you tested the ... to see if ... ■ What do you think is happening? ■ How do you think it works? ■ What have you noticed? ■ What do you think is the same / different? ■ Describe how it tastes / feels / looks... ■ Can you explain ...? ■ How do you think it has changed? ■ Can you name...? ■ What do you think is the difference between then and now? ■ Do you remember when ■ Can you describe ...? 	<ul style="list-style-type: none"> ■ The water is transparent. Can you find other things that are transparent? ■ Can you predict what might happen next? ■ How and why do you think that happened? ■ How could you change it? ■ Explain how that works. ■ What are the similarities and differences between? ■ Can you compare? ■ Tell me about the past when ■ Can you sequence...? ■ What have you observed? ■ Describe to a partner...
People, Culture and Communities	<ul style="list-style-type: none"> ■ What's that? ■ Where is the ...? ■ Look at the ... ■ What can you see? I can see a ... 			
The Natural World				

Examples of sentence structures

Past and Present	<ul style="list-style-type: none"> ▪ I like ... ▪ I can ... ▪ I am ... 	<ul style="list-style-type: none"> ▪ It looks ▪ It smells ▪ It sounds ... 	<ul style="list-style-type: none"> ▪ They are different because.... ▪ They are the same because.... ▪ It tastes / feels ... 	<ul style="list-style-type: none"> ▪ I like / don't like ... because ... and ▪ In the past
People, Culture and Communities	<ul style="list-style-type: none"> ▪ My mummy / daddy is / has ... ▪ I want ... ▪ I see ... ▪ I have ... 	<ul style="list-style-type: none"> ▪ I can see... ▪ I can hear... ▪ I like it/the... ▪ I don't like it/the... 	<ul style="list-style-type: none"> ▪ I remember when... ▪ I prefer... than... ▪ It has changed...because ▪ I think because ... 	<ul style="list-style-type: none"> ▪ They are alike because they are both... ▪ When I looked at I noticed.... ▪ They are different / the same because....and.....
The Natural World	<ul style="list-style-type: none"> ▪ Here is ... 	<ul style="list-style-type: none"> ▪ My favourite... ▪ I need... ▪ I have found... 	<ul style="list-style-type: none"> ▪ I am going to test ... to see if .. 	<ul style="list-style-type: none"> ▪ I predict... ▪ My partner thinks... ▪ I wonder what will happen if.... ▪ We are going to experiment to see if ...

Quality Teaching & Learning Opportunities:

Daily Routine	Adult-Led	Child-Initiated	Home Learning
<ul style="list-style-type: none"> ▪ Story times ▪ Group times / circle times ▪ Assemblies – special celebrations / events ▪ Snack time ▪ Continuous provision – <i>indoors and outdoors</i> 	<ul style="list-style-type: none"> ▪ Planned shared and guided activities to teach explicit skills, knowledge and understanding e.g. scientific exploration ▪ Visits to e.g. park, church, local area, farm, fire station ▪ Sharing linked quality fiction and non-fiction texts ▪ Storytelling using puppets and dolls ▪ Exploring and sharing photographs, artefacts and objects linked to different themes e.g. materials, cultural clothes and food, natural resources ▪ Having visitors in school e.g. police officer, nurse, parent, animals ▪ Role play / drama ▪ Modelling scientific concepts through experiments / cooking / construction 	<ul style="list-style-type: none"> ▪ Holistic UW opportunities across provision, indoors and outdoors ▪ Provision enhancements linked to high value learning objectives ▪ Themed role play / small world provision 	<ul style="list-style-type: none"> ▪ Linked stories ▪ Sharing family events, experiences, photographs and artefacts ▪ Family outings – cultural / natural ▪ Visits to school to talk to the children about family culture and traditions ▪ Practical and fun exploratory activities ▪ Cooking ▪ Gardening ▪ Looking after siblings / pets ▪ Experiencing different weather
Role of the Adult	Child-Initiated Learning: <ul style="list-style-type: none"> ▪ Role of the Targeter: Precision teaching within provision <ul style="list-style-type: none"> ○ Targeting workshop area /learning zone with enhanced UW activities/ resources ○ Targeting specific children in learning space of interest and encouraging participation in identified UW next steps in learning ▪ Role of the Manager: <ul style="list-style-type: none"> ○ Ensuring purposeful learning ... practise, consolidation of key skills ○ Modelling key vocabulary / skills ○ Supporting and encouraging children to practise new vocabulary through exploration and observation ○ Appropriate and sensitive approach to discussing and celebrating children's similarities and differences ○ Use of specific praise 		

EXPRESSIVE ARTS AND DESIGN: Language Development

Educational Programme: The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have **regular opportunities to engage with the arts**, enabling them to **explore and play with a wide range of media and materials**. **The quality and variety of what children see, hear and participate in** is crucial for developing their **understanding, self-expression, vocabulary and ability to communicate through the arts**. The **frequency, repetition and depth of their experiences** are fundamental to their progress in **interpreting and appreciating what they hear, respond to and observe**.

Sequential vocabulary development guidance

Progression	Birth to Three	Three & Four Year Olds	Reception	Year One
Creating with Materials	<ul style="list-style-type: none"> ■ colour ■ colour names, e.g. <i>red, blue, green, yellow...</i> ■ draw ■ paint ■ brush ■ make / made ■ glue ■ stick ■ tape ■ scissors ■ cut ■ paper ■ size e.g. <i>big, small</i> 	<ul style="list-style-type: none"> ■ mix ■ colour mixing ■ extend colour range, e.g. <i>grey, purple, pink ...</i> ■ light ■ dark ■ pattern ■ line ■ circle ■ naming tools and equipment, e.g. <i>pencil, felt pen, sellotape, paintbrush</i> ■ card ■ collage ■ fix ■ hard ■ soft ■ press ■ roll ■ squash ■ squeeze ■ stretch ■ same ■ different ■ thread ■ sew 	<ul style="list-style-type: none"> ■ art ■ design / technology ■ primary colours ■ secondary colours ■ metallic colours, e.g. <i>gold, silver...</i> ■ palette ■ thick ■ thin ■ fine ■ texture e.g. <i>smooth, bumpy, rough</i> ■ represent ■ materials, e.g. <i>fabric, clay, wood</i> ■ shape ■ space ■ construct ■ create ■ combine ■ join ■ attach ■ connect ■ mould ■ flatten ■ pinch ■ problem-solve ■ thread ■ weave ■ safety ■ purpose ■ artist/s ■ gallery ■ museum ■ 2D ■ 3D 	<ul style="list-style-type: none"> ■ collaborative piece ■ designers ■ inspiration ■ product ■ evaluate ■ refine ■ review ■ express ■ form ■ sculpture ■ sculpt ■ solution ■ effect ■ process ■ tone ■ dull ■ vibrant ■ shade ■ detail ■ blend ■ frame ■ similarities ■ differences ■ landscape /portrait ■ technique ■ natural ■ man-made
Being Imaginative & Expressive	<ul style="list-style-type: none"> ■ music ■ dance ■ sound ■ loud ■ quiet ■ noisy ■ play ■ bang ■ hit ■ shake ■ sing ■ songs ■ fast ■ slow ■ clap ■ nursery rhymes ■ dance ■ story 	<ul style="list-style-type: none"> ■ show ■ costumes ■ pretend ■ small world ■ hum ■ tap ■ beat ■ rhythm ■ rest ■ high ■ low ■ move ■ instrument ■ voice ■ volume ■ actions ■ match ■ copy ■ listen ■ emotions, e.g. <i>happy, sad, scared</i> 	<ul style="list-style-type: none"> ■ different types of music e.g. <i>classical, traditional/folk, pop, rock...</i> ■ instrument names e.g. <i>drum, tambourine, piano...</i> ■ echo ■ syllable ■ pulse ■ time ■ quick ■ adjectives to describe music e.g. <i>bouncy, pointy, smooth</i> ■ compose ■ topic based vocab linked to themed role play ■ musician/s ■ dancers ■ perform / performance ■ range of movements, e.g. <i>march, creep...</i> ■ props ■ materials ■ fabric ■ imagine / imagination ■ role ■ character ■ role play ■ act ■ setting ■ steps ■ sequence ■ poems ■ extend emotions, e.g. <i>frightened, surprised, excited</i> 	<ul style="list-style-type: none"> ■ call / response ■ melody ■ pitch ■ tempo ■ express ■ chants ■ tuned ■ untuned ■ record ■ experiment ■ invent ■ adapt ■ dynamics ■ note ■ vibrate ■ faint ■ narrator ■ script ■ rehearse ■ choreograph ■ extend adjectives to describe music e.g. <i>spiky, lively, peaceful</i> ■ style ■ sculpture ■ accompany ■ duet

Examples to support the development of vocabulary within meaningful contexts e.g. through practitioner descriptive commentary, instructions, questions

Creating with Materials	<ul style="list-style-type: none"> ■ Listen to the... ■ Look at the... ■ Show me... ■ What is it? ■ What have you made? ■ Can you draw / paint / stick / cut...? ■ Can you bang / hit / shake? ■ What colour is it? ■ Can you choose a nursery rhyme/song to sing? ■ I like... ■ Is it big / small / loud / quiet? ■ What can you see / hear...? ■ Do you like...? 	<ul style="list-style-type: none"> ■ It is the same because... ■ It is not the same... ■ I wonder how it feels/looks/ sounds...? ■ I can see you've made something from... can you tell me about it? ■ I like the ... you made. We/you could use it for/to... ■ I wonder how you can make it bigger / smaller / louder / quieter? ■ That makes me feel... 	<ul style="list-style-type: none"> ■ It looks/feels/sounds the same because... ■ Can you tell me about the materials you used? ■ Can you describe how you changed the sound? ■ Explain how you created that... ■ How do you feel about what you've made/the music...? ■ I'm impressed with... ■ I like the technique you used... can you explain it? 	<ul style="list-style-type: none"> ■ They are the same/different because... ■ They are alike because they are both... ■ How did you create that...? ■ Can you explain the process? ■ Which parts do you like/dislike? ■ I wonder how you would change/improve it next time... ■ What emotion do you think of when you listen to that? ■ Describe your work to a partner...
Being Imaginative & Expressive				

Examples of sentence structures

Creating with Materials	<ul style="list-style-type: none"> ▪ I am... ▪ I can... ▪ I want... ▪ I see... 	<ul style="list-style-type: none"> ▪ I like... and... ▪ This is... ▪ Please can you help me to... ▪ I feel/hear/smell... ▪ What/how is...? ▪ Can I...? ▪ I have made a ... It is for ... ▪ I can play ... 	<ul style="list-style-type: none"> ▪ I can use... and ... ▪ I enjoyed ... because... ▪ I need some help with/to... ▪ We are working together to... ▪ It sounds/feels/smells/looks ... ▪ It makes me feel... because... ▪ I could be... and use... ▪ I can change... by... ▪ I have made a ... I made it by .. ▪ The music sounds 	<ul style="list-style-type: none"> ▪ Next time I could... and... ▪ I can compare.... and... ▪ It was a good/bad idea to use...because... ▪ This worked well because... ▪ I like how I... and ... ▪ This made me feel... because... ▪ I made this ... I think I could improve it by ... ▪ I think the music sounds ... because ...
Being Imaginative & Expressive	<ul style="list-style-type: none"> ▪ I have... ▪ Here is... ▪ My turn ▪ I like... ▪ I made... 			

Quality Teaching & Learning Opportunities:

Daily Routine	Adult-Led	Child-Initiated	Home Learning
<ul style="list-style-type: none"> ▪ Group times ▪ Continuous provision ▪ Celebrating Learning ▪ Assemblies 	<ul style="list-style-type: none"> ▪ Explicit teaching and modelling of skills/ techniques through shared and guided activities e.g. art skills ▪ Introducing new concepts and vocabulary ▪ Using artists/designers as inspiration ▪ Comparing and contrasting different types of dance and music ▪ Visiting art galleries and museums ▪ Visitors into school – artists, poets, theatre production companies, story-tellers ▪ Participating in performances 	<ul style="list-style-type: none"> ▪ Across provision: indoors and outdoors, particularly: <ul style="list-style-type: none"> - Stage Area - Creative Area - Role Play - Construction & Small World - Mud Kitchen - Music Area ▪ Provision enhancements linked to high value learning objectives 	<ul style="list-style-type: none"> ▪ Practising key skills – cutting, joining, drawing ▪ Sharing favourite nursery rhymes, songs and stories ▪ Setting creative challenges using open-ended resources at home ▪ Celebrating home achievements
Role of the Adult	<p>Child-Initiated:</p> <ul style="list-style-type: none"> ▪ Role of the Targeter: Precision teaching within provision <ul style="list-style-type: none"> ○ Targeting workshop area /learning zone with enhanced EAD activities/ resources ○ Targeting specific children in learning space of interest and encouraging participation in identified EAD next steps in learning ▪ Role of the Manager: <ul style="list-style-type: none"> ○ Ensuring purposeful learning ... practise, consolidation of key skills ○ Modelling key vocabulary / skills through descriptive commentary / actions / discussions ○ Supporting and encouraging children to practise new vocabulary through a variety of creative activities ○ Appropriate and sensitive approach when evaluating products ○ Supporting children to evaluate the process and adapt their work ○ Use of specific praise 		

Audit: Creating a high quality learning environment to promote Communication & Language

A well-planned learning environment, indoors and outdoors, is an important aspect of pedagogy. Development Matters September 2020

Key Strategies / Actions	Next Steps
<p>Strategically planned learning spaces:</p> <p>Indoor Provision</p> <ul style="list-style-type: none">▪ Have workshop areas been planned to maximise talking opportunities? e.g.<ul style="list-style-type: none">□ <i>Is the Writing Area next to the Book Area?</i> □ <i>Have the Construction & Small World Areas been combined?</i>▪ Is an Investigation Area / table in place? Are the contents linked to current theme / text to reinforce vocabulary? <p>Outdoor Provision</p> <ul style="list-style-type: none">▪ Have outdoor learning zones been linked to maximise talking opportunities? e.g.<ul style="list-style-type: none">□ <i>Is the bike track linked to role play opportunities?</i>▪ Has provision been planned around large and multi-sensory experiences? e.g.<ul style="list-style-type: none">□ <i>Does the Water Learning Zone promote talk through negotiating processes?</i> <p>Across Provision</p> <ul style="list-style-type: none">▪ Are holistic learning opportunities maximised?▪ Do all learning spaces provide adequate space to facilitate collaborative learning?	
<p>Resources:</p> <ul style="list-style-type: none">▪ Are resources open-ended? Do they promote discovery, creativity, problem-solving, talk / conversation?▪ Are learning areas regularly enhanced to stimulate children's curiosity and talk? Are they planned around high value learning objectives, linked to adult-led teaching?▪ Are new resources / props of interest introduced periodically into provision, encouraging curiosity / interest and talk? NB: This might be a 'hook' to lead into new adult-led learning, providing an opportunity for children to share their prior knowledge.	
<p>Print Rich Environments:</p> <ul style="list-style-type: none">▪ Are all resources clearly labelled with photograph and print?▪ Is focused vocabulary, linked to current adult-led teaching, presented in appropriate learning spaces with image?▪ Are displayed labels, captions and sentences linked to current learning? Is learning made explicit? For example: <i>are taught phonemes/HFWs highlighted to be used as a talk and teaching opportunity?</i>	

- Are quality displays in place?
 - Are instructional displays in place in appropriate learning spaces? Do they scaffold past and current learning, as well as relevant vocabulary and language structures? Are they at pupil height?
 - Are interactive displays in place in appropriate learning spaces? Do they provide opportunity for children to practise, consolidate and apply new learning? Are they accessible to all children? Do they stimulate talk / conversation?
 - Are celebratory displays in place? Do they reflect and celebrate current learning, including speech? Do they reflect a broad balanced curriculum? Can all children reflect upon and celebrate their learning, through talk / conversation?
- Are learning zones enhanced with quality linked texts, fiction and non-fiction?

Role of the Adult:

Adult-Led Activities

- Do small group / guided activities take place in appropriate learning spaces? Do practitioners:
 - Teach children how to access resources and learn linked key vocabulary and language structures?
 - Model how to use and talk about instructional and interactive displays?
 - Celebrate and display learning, using specific praise? Do they encourage children to reflect upon their learning?
- Do adult-led activities take place outside? Do activities take place in appropriate learning zones?

Child-Initiated Activities

- Are all practitioners effectively deployed across provision, indoors and outdoors, to support, scaffold and extend child-initiated learning? For example:
 - Do all practitioners know who has been deployed as the Manager outdoors?
 - Do practitioners know who has been deployed as the Targeter indoors?
- Does the Targeter know: (i) which learning zone they are targeting? (ii) which children they are targeting and what are individual children's key next steps in learning?
- Do practitioners within the role of Manager and Targeter focus on:
 - Developing children's communication and language skills as they explore their learning environment?
 - Are quality interactions taking place between practitioners and children for the majority of time?
 - Is there a focus on sustained shared thinking to develop children's skills across the Characteristics of Effective Learning?
- Are significant observations recorded with quotes of direct speech, indoors and outdoors?
- Is learning, including talk, celebrated verbally using specific praise?