

## Area of Learning- Communication and Language

## Reception



Communication and Language		
2022-2023	Key Vocabulary	Skills/Knowledge/Activities
<p>'Communication and language' is viewed as an underpinning aspect of Early years education and is taught during all aspects of our school day. It is important to us that our classroom is a language rich environment with many opportunities for talk between children, friends and adults.</p> <p>Staff encourage conversations, story-telling and role play, where children are able to share their ideas. Questioning is a highly valued tool used by adults and children to ignite curiosity and establish reasoning.</p> <p>The Reception timetable includes a range of opportunities and contexts where children are able to develop their communication and language skills. These include:</p> <ul style="list-style-type: none"> <li>• Story time (stories, rhymes, poems)</li> <li>• Circle time</li> <li>• Music</li> <li>• Nursery rhymes</li> <li>• Literacy and Maths focus tasks</li> <li>• Outdoor learning during 'Treemendous Thursdays'</li> <li>• Phonics sessions</li> </ul>	<p>Vocabulary is developed throughout EYFS and our key vocabulary will change based on the child, the environment and the topic.</p> <p>Staff encourage children to develop their vocabulary by:</p> <ul style="list-style-type: none"> <li>• Saying an object's name while helping a child to look at it.</li> <li>• Watching what children are exploring and doing and saying the name of an object or action. For example, in the home corner you talk about them 'putting baby to bed...she's under the blanket'.</li> <li>• Asking children to explain what they are exploring and doing and building a conversation around their own interests.</li> <li>• Encouraging children to use new words by giving them choices and opportunities to do so. Eg. So, rather than saying "would you like a snack?" ask them "do you want raisins or cucumber?"</li> <li>• Using repetition to embed new words.</li> <li>• Building on what they know during open ended activities such as sand, water,</li> </ul>	<p>Early Learning Goal</p> <p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>

	<p>playdough, painting, craft, and home corners. For example, objects in sand or water can open up a new world when there are fish, sharks, and an octopus swimming around.</p> <ul style="list-style-type: none"><li>• Talking about how words are linked together and how they link to words they already know. e.g. 'that's a tyrannosaurus – he's got really sharp teeth' or 'that one is a herbivore.'</li><li>• Introducing new words through new and interesting topics and enhancements which relate to these.</li></ul>	
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