



Godshill

Primary School

CHALLENGE ACHIEVE RESPECT ENJOY

Spoken Language

Early Years Foundation Stage

Our staff at Godshill are the most valuable resource that the children have. Through everyday encounters the children are listened to and encouraged to have their own voice from an early age. Communication and language is embedded throughout the whole curriculum. As the children learn through their different topics they are taught the new vocabulary as they encounter it in the text and within the environment. The children have daily story times, show and tell sessions and a two week tune rota which allows the children to encounter a vast array of songs, nursery rhymes and poems.

Prime areas	Communication and Language	Physical development	Personal, Social and Emotional Development	Specific areas	Mathematics	Literacy	Understanding the World	Expressive Arts
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Listening			
0-3 years	3 - 4 years	Reception	At the end of Reception
<ul style="list-style-type: none"> • 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. 	<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. • Can start a conversation with an adult or a friend and continue it for many turns 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • 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



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	<ul style="list-style-type: none">• Listen with increased attention to sounds	<ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and response.	
			<ul style="list-style-type: none">• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



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Following instructions			
0-3 years	3 - 4 years	Reception	At the end of Reception
	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." 		
	<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important 		<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Explain the reasons for rules, know right from wrong and try to behave accordingly.



Asking and Answering Questions			
0-3 years	3 - 4 years	Reception	At the end of Reception
<ul style="list-style-type: none">• 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 'ba- ba', 'mamama'.• Use gestures like waving and pointing to communicate.	<ul style="list-style-type: none">• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	<ul style="list-style-type: none">• Ask questions to find out more and check they understand what has been said to them.	<ul style="list-style-type: none">• 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.• Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.



Drama, Performance and Confidence			
0-3 years	3 - 4 years	Reception	At the end of Reception
<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. 	<ul style="list-style-type: none"> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasing matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Show more confidence in new social situations. Develop appropriate ways of being assertive. 		<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge



Vocabulary building and Standard English			
0-3 years	3 - 4 years	Reception	At the end of Reception
	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary 		<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.
	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary 		



Speaking for a range of purposes			
0-3 years	3 - 4 years	Reception	At the end of Reception
	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 		<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<ul style="list-style-type: none"> Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’ 	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or 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"> Ask questions to find out more and to check they understand what has been said to them. 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. Listen to and talk about stories to build familiarity and understanding. 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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 	<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their meanings. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers 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 where 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



		vocabulary.	modelling and support from their teacher.
•	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses 	<ul style="list-style-type: none"> • Share their creations, explaining the processes they have used. • Invent, adapt and recount narratives and stories with peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music
	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	<ul style="list-style-type: none"> • Talk about what they see, using a wide range of vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Talk about their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.



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Participating in Discussion			
0-3 years	3 - 4 years	Reception	At the end of Reception
	<ul style="list-style-type: none">Engage in extended conversations about stories, learning new vocabulary.		<ul style="list-style-type: none">Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
	<ul style="list-style-type: none">Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions		<ul style="list-style-type: none">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.Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary



Progression for phonics using Letters and Sounds

0-3 months	3 - 4 years	Reception		
Phase 1	Phase 1	Phase 2	Phase 3	Phase 4
<p>Offered through the environment and adult engagement during play.</p> <ul style="list-style-type: none"> Listening to and for sounds. Rhythm and rhyme Alliteration 	<p>Offered through the environment, adult engagement during play and adult led activities.</p> <ul style="list-style-type: none"> Listening to and for sounds. Rhythm and rhyme Alliteration 	<p>Sounds taught: s, a, t, p, l,n, m, d, g, o, c, k, ck, e, u, r ,h, b ,f ,ff ,l ,ll , ss</p> <p>Tricky words: the, to, go ,no,</p>	<p>Sounds taught: j, v, w ,x ,y, z, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all , are</p>	<p>Recap all previous sounds.</p> <p>Teach reading: said, so, he, we , me, be, have, like, some, come, was, you, were, little, one, they, all, are , do, when , out, what, my, her</p> <p>Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</p>
		<p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.</p>	<p>During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee</p>	<p>When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p>



Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p>Communication and Language: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. <p>Communication and Language: Speaking</p> <ul style="list-style-type: none"> • 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. <p>Expressive Arts and Design: Creating with Materials</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. 	<ul style="list-style-type: none"> • listen and respond appropriately to adults and 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, imaging and exploring ideas. • Speak audibly and fluently with an increasing command of standard English. <ul style="list-style-type: none"> • Participate in discussion, 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.