

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**.

	<u>Listening, Attention and Understanding</u>			<u>Speaking</u>		
<b>Objectives (Development Matters)</b>	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. 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. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Engage in storytimes. Engage in non-fiction books Listen carefully to rhymes and songs, paying attention to how they sound.			Learn rhymes, poems and songs. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Describe events in some detail. Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day. Participate in small group, class and one to one discussions		
<b>Early Learning Goals (Assessment)</b>	*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 interaction. *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.			*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.		
	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>	<b>Module 4</b>	<b>Module 5</b>	<b>Module 6</b>
<b>Skills</b>	To talk about themselves and others.  To sing songs.  To speak about a range of texts.  To listen attentively.	To compare different festivals.  To make comments about their observations.  To talk about different feelings and emotions  To listen attentively.	To describe features of traditional stories.  To talk about the role of healthy food and exercise in staying healthy.  To hold a conversation about a topic that interests them  To ask questions.	To describe familiar texts with detail and using full sentences.  To answer questions about familiar aspects of their environment and their learning.  To hold conversations involving back and forth exchanges	To label and sort living things.  To begin to research using a search engine.  To express their ideas and feelings using full sentences.	To be able to give facts about a specified subject.
<b>Knowledge</b>	To know about others.  To know familiar songs.  To describe different story and non-fiction texts.  To join in with a variety of rhymes.	To know about different festivals.  To be able to talk about how different people help us.  To begin to talk about why things happen using new vocabulary learnt.  To gain knowledge about different ways to express ourselves	To know different traditional stories.  To know a range of healthy food and exercise.  Express their ideas and feelings about their experiences.  To learn new vocabulary from a variety of different places  To show an interest about space and ask relevant questions.	To know different features of texts.  To talk confidently about why things happen using new vocabulary learnt.  To engage in meaningful conversations with others.  To learn new vocabulary from a variety of different places  To talk about facts with relevance to the dinosaurs and mythical creatures.	To name and sort a range of living things.  To be able to talk about different habitats.  To engage in meaningful conversations with others.	To know a range of facts.  To engage in meaningful conversations with others. To understand how to be a good audience member and to offer explanations.  To talk with confidence about things that interest them in a larger group.