

EYFS at The Rosary Catholic Primary School	Communication and Language
What Skills are we learning? • To sit for carpet sessions, maintaining attention • To look at the speaker with they are talking. • To wait for a turn to talk. • To remain focussed for a appropriate length of time on an activity of own choosing. • Use language to imagine and recreate roles and experiences in play situations. • Able to follow a story without pictures. • Introduces a storyline or narrative into their play. • Remember what the speaker has said and attend to and respond to it. • To understand a range of complex sentences, structures including negatives, plurals and tense markers. • Understands questions such as why, who, when, where and how. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	
What opportunities to see this in action: • Sharing of high quality picture books daily as a whole class, in small groups and individually in reading area. • Open ended role play opportunities inside and outside, including retelling familiar tales. • Read Write Inc • Comprehension tasks linked to core texts. • Opportunities to express opinions as part of carpet times. • Turn taking opportunities as part of continuous provision. • Staff in class provide high quality interactions and model new language. • Ongoing sharing of the pre-reading skills, rhyme, rhythm, voice, instrumental and environmental sounds. • Restorative conversations. • Circle time.	 End of the year early learning goals: Listening, Attention and Understanding ELG: <i>Children at the expected level of development will:</i> 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 ELG: <i>Children at the expected level of development will:</i> 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, nonfiction, 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