

EYFS curriculum planning Communication and Language

Nursery 1- repeated due to staggered intake throughout N1 & September N2	Nursery 2	Reception
<p>Through a range of adult-led activities using ‘Foundations of Literacy’, ‘Letters and Sounds’ we will teach and support the children to:</p> <ul style="list-style-type: none"> • Improve aural discrimination- to listen when attention is gained, listen to instructions, enjoy a range of stories and books (LA 30-36, 37-45) • Develop social listening skills - listen to one another individually and in small group (LA37-45) • Increase their attention span- listen to stories with increasing attention and recall (LA 37-45) • Develop auditory memory - respond to simple instructions (U37-45) • Develop their vocabulary (S30-36) • Extend sentences (S30-36, S37-45) • Use talk to plan, recount, explore, predict, analyse, report and explain (S37-45) <p>See additional planning for Pre-Literacy Skills- attached</p>	<p><u>Autumn term</u> Through a range of adult-led activities using ‘Foundations of Literacy’, ‘Letters and Sounds’ we will teach and support the children to:</p> <ul style="list-style-type: none"> • Improve aural discrimination-listen and do, follow simple instructions (U37-45, LA37-45, 46-54) • Develop social listening skills- listen to others 1:1 and in a variety of group sizes, join in when conversation interests them (LA37-45) • Increase their attention span- listen to stories with increasing attention, re-tell parts of stories (LA37-45) • Develop auditory memory (U37-45) • Develop their vocabulary (S30-36,37-45) • Extend sentences (S37-45,46-54) • Use talk to plan, recount, explore, predict, analyse, report and explain (S37-45) 	<p><u>Autumn term</u> Through a range of adult-led activities using ‘Foundations of Literacy’, ‘Letters and Sounds’ we will teach and support the children to:</p> <ul style="list-style-type: none"> • Increasingly maintain attention for a sustained period of time (LA55-62) • Increasingly concentrate and sit quietly during an appropriate activity (LA55-62) • Increasingly listen and concentrate in a large group (LA55-62) • Answer questions based on a story (LA55-62) how and why (U55-62) • Listen to a story and predict what will happen next (LA55-62) • In story time listen to a whole story • Extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words-through introduction of small world continuous resources (S46-54) • Introduce a storyline or narrative into their play (S55-62) • Use connectors (S55-62) • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (S55-62) • Take turns to speak and listen in a range of group sizes • Understand the meaning of words (U55-62) • Understand adjectives (U55-62)
	<p><u>Spring term</u> Through a range of adult-led activities using ‘Foundations of Literacy’, ‘Letters and Sounds’ we will teach and support the children to:</p> <ul style="list-style-type: none"> • Improve aural discrimination-listen and do, follow instructions • Develop social listening skills- listen to others 1:1 and in a variety of group sizes, join in when conversation interests them • Increase their attention span- listen to stories with increasing attention, re-tell parts of stories, respond to two-part instructions (U37-45) • Develop auditory memory • Extend their vocabulary (S46-54) • Extend sentences (S37-45,46-54) • Use talk to plan, recount, explore, predict, analyse, report and explain (S37-45,46-54) 	<p><u>Spring term</u> Through a range of adult-led activities using ‘Foundations of Literacy’, ‘Letters and Sounds’ we will teach and support the children to:</p> <ul style="list-style-type: none"> • Listen to a story and predict what will happen next (LA55-62) • Begin to retell whole stories (LA63-70) remember key points (U63-70) • Listen to and enjoy factual texts (LA63-70) • Begin to listen to a story over two days • Give explanations and instructions (S 63-70) (link UTW) • Develop own narratives (S63-70) • Respond appropriately to others, waiting their turn to speak (S63-70) • Understand instructions- first, after and last (63-70)

Summer term

Through a range of adult-led activities using 'Foundations of Literacy', 'Letters and Sounds' we will teach and support the children to:

- Improve aural discrimination-listen and do, follow instructions
- Develop social listening skills- listen to others 1:1 and in a variety of group sizes, join in when conversation interests them
- Increase their attention span- listen to stories with increasing attention, re-tell parts of stories (LA46-54)
- Develop auditory memory
- Develop their vocabulary (S46-54)
- Extend sentences (S55-62)
- Use talk to plan, recount, explore, predict, analyse, report and explain (S55-62)

Summer term

Through a range of adult-led activities we will teach the children to:

- Follow a fact file (LA63-70)
- Listen to a longer story over a period of days
- Concentrate when peers share activity or role play (LA63-70)
- Listen to a story, accurately anticipating key events (LAELG)
- Respond to what they hear with relevant comments, questions or actions (LA ELG)
- Give their attention to what others say and respond appropriately, while engaged in another activity (LA ELG)
- Show awareness of the listeners needs
- Use past, present and future tense with increasing accuracy (S63-70)
- Follow instructions involving several ideas and actions (U63-70)
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