

ELAN Communication, Language and Literacy Development Curriculum Map for Reception

Educational Programme: Communication and Language Development

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.

Early Learning Goal for Listening, Attention and Understanding: 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 conversations when engaged in back-and-forth exchanges with teachers and their peers.

Early Learning Goal for Speaking: 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 own 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.

Educational Programme: Literacy Development

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Early Learning Goal for Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Early Learning Goal for Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Early Learning Goal for Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

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Our Intent at ELAN Multi-Academy Trust

Through the provision of a language rich environment across all areas of learning, we will enable children to become effective communicators who: understand spoken instructions; use sentences that are well- formed (including longer sentences with two or more parts in past, present and future tenses); use talk to describe things; help work out problems, negotiate and interact with others; ask relevant questions or make relevant comments about what they have heard; re-tell stories; continuously develop and enhance their vocabulary.

Through their interactions with children across all areas of learning, adults will: promote and model active listening skills; extend children's thinking through sensitive and careful open-ended questioning; model speaking in full sentences and scaffold children's language development by providing sentence stems/ key vocabulary and phrases and using a range of strategies to promote quality conversations.

Therefore, we have designed a curriculum for children's communication, language and literacy development that ensures every child is given the best start to their educational journey. We know that communication, language and literacy skills are fundamental to the way we learn and have successful life outcomes. The following maps out the intent and implementation, through commitments to practice and provision, of the varying aspects within the statutory communication, language and literacy educational programmes and the end of reception early learning goals for listening, attention, understanding, speaking, comprehension, reading and writing. We have also referenced other non-statutory, such as development matters.

The communication, language and literacy development curriculum document will be implemented alongside our validated DfE EXTEND Letters and Sounds Programme and aligns to aspects of the statutory educational programme for expressive arts and design (being imaginative).

We will ensure that we identify children who need additional opportunities promptly and offer the following targeted interventions: Talk Boost and Bucket Time.

We will also provide dual language texts for children with English as an additional language and British Sign Language books or MAKATON books for those children who use this mode of communication.

We will carefully consider the books, poems, rhymes and songs that are shared with children and ensure adults tell stories and share poems and rhymes in an engaging way so that it fosters children's love for reading and singing.

School Inspection Handbook (5 April 2024)

Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children's next steps in learning and monitor their progress' (point 435).

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Back and Forth Interactions: Ensure that the child will gain something positive from the interaction that they did not have before: Wait, Watch and Wonder (Julie Fisher: 2016)

Back and forth interactions involve the adult in:

- thinking out loud, modelling new language for children (including pole bridging where an adult provides a running commentary of what a child is doing)
- paying close attention to what the children say
- rephrasing and extending what the children say
- validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- asking closed and open questions
- answering the children's questions
- explaining why things happen
- deliberately connecting current and past events ('do you remember when...?')
- providing models of accurate grammar
- extending children's vocabulary and explaining new words
- connecting one idea or action to another
- helping children to articulate ideas in well-formed sentences

The Reading Framework: July 2023

Sustained shared thinking involves two or more people working together to solve a problem, clarify and issue, evaluate activities, or extend a narrative.

Key features include all parties contributing to the interaction – one aimed at extending and developing children's thinking. Techniques the adult might use include:

- **tuning in** – listening carefully to what is being said and observing what the child is doing
- **showing genuine interest** – giving whole attention, eye contact and smiling and nodding
- **asking children to elaborate** – 'I really want to know more about this'
- **validating and recapping** – 'So you think that...'
- **giving your own experience** – 'I like to listen to music when cooking at home'
- **clarifying ideas** – 'So you think we should wear coats in case it rains?'
- **using encouragement to extend thinking** – 'You have thought really hard about your tower, but what can you do next?'
- **suggesting** – 'You might want to try doing it like this'
- **reminding** – 'Don't forget that you said we should wear coats in case it rains'
- **giving children time to think and respond** (10 seconds)
- **asking open questions** – 'How did you?', 'Why does this...?', 'What happens next?'

Education Endowment Foundation: Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years: 2018

Note: Use consistently across daily routines, during indoor and outdoor learning, and taking each child's preferred mode of communication into consideration.

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Our commitments		
Listening Listening is different to simply hearing. It means interpreting different sounds, while beginning to understand social interactions. Understanding means processing what's being communicated, beginning with simple ideas and vocabulary (Speech and Language UK). Understand how to listen carefully and why listening is important. Listen to and follow instructions.	Quality conversations Develop social phrases. Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Asking questions to find out more and to check that they understand what has been said to them.	Vocabulary instruction Learn new vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different contexts.
Ways of supporting good listening include: - Deciding on a signal to alert children to listen - Showing children what good listening looks like through the teacher's own behaviour - Reinforcing and praising good listening The Reading Framework: July 2023 - Decide on a class signal to alert children to listen (3, 2, 1 and freeze). - Introduce listening rules with a puppet (Lola the Listening Leopard): A good listener looks at the speaker. A good listener tries to keep still. A good listener tries to stay quiet. A good listener tries to remember what the speaker has said. Display the listening rules, at child height, with photographs of the children modelling the listening behaviours. - Reinforce and praise good listening: "you were listening carefully when you said...". Display a visual timetable for use every day (some children may just need now and next). Refer to EXTEND Letters and Sounds Step 1 (particularly aspects 1, 2 and 3 for further guidance and implementation strategies.	When children arrive at school, every child will be greeted with "good morning ..." Teach children what makes quality a back-and-forth conversation: - Listening - Responding to what others have said - Taking turns Create an area for talk e.g. a conversation station; a communication friendly space or by providing stimuli to prompt conversations. Plan small group times where children are given the opportunity to talk about what they have done or will be doing. For example, what did you do this morning before you came to school? Plan in opportunities for talk partners. Refer to back and forth interactions and sustained shared thinking guidance on page 3 of this document.	Introduce new words that have been carefully selected from the books and poems shared with the class (aim for 8 to 10 words a week). This will mainly focus on Tier 2 words. Tier 1 words: Basic words that are easily explained and understood. Tier 2 words: Precise, interesting and sophisticated words that are common in texts but not in everyday spoken language. Tier 3 words: Domain specific words that have low frequency of use. Use Multiple Encounters or Word Magic to support children to embed new vocabulary. Multiple Encounters - Contextualise in the story - Children say the root word (ensuring correct pronunciation and have fun saying the word in varying manners) - Explain the meaning - Provide examples in other contexts (songs, daily routines, photographs, objects) - Children provide examples from other contexts. Word Magic (ICAN). - What is it used for? - What does it look, sound, smell or taste like? - Have you got one or seen one? - What sounds are in the word? - What does it remind you of? Create a class book and/or class glossary to help us to remember the new vocabulary learnt over time.

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Storytelling and reading Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Listen carefully to rhymes and songs, paying close attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop familiarity and new knowledge and vocabulary. Read up to five times a day (to include stories, poems, rhymes, non-fiction and in partnership with parents). Refer to EXTEND Letters and Sounds pages 16 and 17 on the five-a-day approach and concepts of print. Provide an attractive reading area with forward facing shelves. At the start of the reception year, 10 favourite books will be displayed, in the book area, that the children were familiar with from nursery. All books will be read to children before they are placed in the book area. Have a set of core books for the reception year. Each term, the new core book will be wrapped and introduced through a special story time and then displayed alongside props/small world story scenes to support storytelling (see pages 7 and 8 of this document). Provide a basket (with a cushion and blanket) in the reading area so that the children can select a book and take to another area e.g. outside. Have a storytelling chair. Have a listening centre where children can independently listen to stories with the book. Ensure texts are in other areas of the classroom. For example, dinosaur books with the dinosaurs and number books in the mathematics area. Have a set of 12 core poems, rhymes and songs for the reception year (see page 9 of this document). Small group instructional reading sessions will be introduced. Refer to EXTEND Letters and Sounds pages 18, 19 and 30 to 46 for further guidance and sequential implementation. An adult will read in the reading area once a week. This will evolve to once a term (autumn, spring and summer) as the year progresses. The adult will teach three ways to enjoy a book: • Enjoy the pictures. • Read the words. • Retell the story. Refer to EXTEND Letters and Sounds pages 17, 18 and 30 to 46 for further guidance and sequential implementation. A selection of decodable reading books will be added to the book area in line with the EXTEND Letters and Sounds Programme.

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Our commitments			
Storytelling and writing Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Language structure Understanding the elements of a sentence. Speaking in full sentences.	Positive relationships with parents	Role play for communication and language
Communal storytelling: To teach at least three stories over the year, focusing on oral retelling with the aid of story maps. Refer to traditional tales on page 8). Refer to EXTEND Letters and Sounds pages 22, 23 and 30 to 46 for further guidance and sequential implementation. Model acting out known texts, on a stage, prior to children acting out their own stories (scribe to stage). Plan scribe to stage so that every child is offered a chance to tell a story at least once a term. All scribed stories will be in children's English books. Refer to EXTEND Letters and Sounds page 22 and pages 30 to 46 for further guidance and sequential implementation. Ensure adults make time to tell stories to children without using a text. Refer to EXTEND Letters and Sound pages 23 to 27 and 30 to 46 for further guidance and sequential implementation on modelling and sharing writing and instructional writing. Provide a high-quality writing area with a range of resources. For example. pens, pencils, lined paper, envelopes, sharpeners and erasers. Ensure writing resources are in other areas of the classroom. For example, in the home corner and wooden block play area. Ensure adults model writing for a purpose. For example, writing shopping lists when engaged in role play in the home corner. Provide a carry case in the writing area so that the children can select writing resources and take to another area e.g. outside.	Autumn 1 1. Model the use of colourful semantics or similar for creating sentences using pictures for the subject and verb. 2. Children use prepared sentences using pictures for the subject and verb. 3. Children create their own sentences using pictures for the subject and verb. Autumn 2 Use the above process linked to the phonics programme. Consider varying tenses. Spring 1 Demonstrate adding the 'where' and 'when' to the subject and verb. Use a mixture of pictures and words. Spring 2 Use the above process linked to the phonics programme. Consider varying tenses. Summer Introduce the 'how'. Children understand language structure using all five elements of colourful semantics. Show children how they can play with language structure by manipulating the sentences e.g. move the 'how' to the front of the sentence. Say the first sentence out loud and describe the picture that you have in your mind, say your revised sentence and describe what you 'see'? Is it the same image in your mind?	Provide decodable reading books for use at home. Provide high- quality texts and for parents to read to children at home. Encourage children to bring in books from home that can be shared in class. Create opportunities for reading events to further develop a love of reading. for example, a mystery reader, a bedtime stories evening, a class campfire with hot chocolate, a guest author, a book fair, a book swop event or a class mascot to take home and read with. Invite parents to come in and listen to story times and/or be the mystery reader. Promote story time as part of the daily bedtime routine at home.	Ensure the home corner has 'real' resources such as, china plates and that new resources are placed in this area on a rotational basis such as, real vegetables and knives. Ensure an adult models in the home corner at least every three weeks. This will evolve to once a term (autumn, spring and summer) as the year progresses. Provide additional role play areas based on children's real-life experiences and linked to understanding of the world planning. Have a high-quality wooden block play area with small world resources and fabric so that children have opportunities to act out stories.

Core Books

In The Reading Framework (July 2023), the DfE recommend choosing a set of **core** books for each year group (to include high-quality contemporary and classic texts: fiction, non-fiction, poetry and prose) that can be read aloud in story times.

In the same document, the guidance on book corners recommends only displaying books that have been read aloud to the children and putting these on outward-facing bookshelves. The guidance suggests removing 'older' books and storing these in boxes for re-reading. Some schools laminate a picture of the front covers of their core books and display these behind the books whilst they are on the shelves.

With the DfE's guidance in mind, we have created a list of core books for three to four-year-olds that will be shared as follows;

- **Monday** - Introduce a new core book (wrapped up) with the whole class. 'The first reading should be left to weave its own magic, with no questions, no explanations and no requests for the children to predict what might happen' (DfE, 2023).
- **Either on Tuesday, Wednesday or Thursday** - Re-read the new core book with the whole class. The DfE (2023) suggest that on the second reading 'asides, voices and actions can explain the meanings of new words in context'. Share the core book with parents so that they can borrow or buy the book (link to the book on the internet).
- **Friday** - Re-read a core book that has previously been shared (aiming to return to core books many times across the year). All the books deserve to be read many times.

The DfE (July 2023) recommend refreshing the list of core books regularly, as new books are published and new educators arrive, to avoid it being set in stone.

The core books will be supplemented with other books of the teacher's choice and children's interests.

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Core Books (each school can amend the core books list with their own book choices)

Traditional	1. Jack and the Beanstalk 2. The Little Red Hen	Mathematics	1. Actual Size by Steve Jenkins 2. Ernest by Catherine Rayner 3. How Many? By Christopher Danielson	Non-Fiction	1. Tree by Britta Teckentrup 2. Diwali by Anita Nahta Amin 3. First Atlas by Miles Kelly
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Classic 20 years old +	1. Burglar Bill by Janet and Allan Ahlberg 2. Farmer Duck by Martin Waddell and Helen Oxenbury 3. Mr Gumpy's Motorcar by John Burningham 4. So Much by Trish Cooke and Helen Oxenbury 5. Owl Babies by Martin Waddell 6. Whatever Next by Jill Murphy 7. Commotion in the Ocean by Giles Andreae and David Wojtowycz 8. A Squash and a Squeeze by Julia Donaldson and Axel Scheffler 9. Mrs Armitage on Wheels by Quentin Blake 10. Don't Put Your Finger in the Jelly Nelly by Nick Sharratt	Modern	1. Aliens Love Underpants by Clare Feedman and Ben Cort 2. Lost and Found by Oliver Jeffers 3. Penguin by Polly Dunbar 4. The Cat, The Rat and the Hat by Em Lynas and Matt Hunt 5. It's a Book by Lane Smith 6. The Colour Monster by Anna Llenas 7. Supertato by Sue Hendra and Paul Linnet 8. Tap the Magic Tree by Christie Matheson 9. What the Ladybird Heard by Julia Donaldson and Lydia Monks 10. The Odd One Out by Britta Teckentrup
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Core Poems (each school can amend the core poems list with their own poem choices)

Educators should identify a **core set of poems**, including rhyming poems, poems where alliteration is a strong feature, word games, traditional songs and rhymes, nonsense rhymes, and poems that are particularly rhythmical. Those chosen should be able to withstand a lot of repetition, elicit a strong response and extend children's vocabulary in different areas of learning.

The Reading Framework (DfE: July 2023: 30)

'Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight' (Professional Association for Childcare and Early Years)

'All nursery rhymes are poems but not all poems are nursely rhymes' (Wikipedia)

The **core** poems in the poetry curriculum form the basic entitlement for each child. The **core** poems will be laminated on A5 card and stored in a basket in each book area. There will be props provided to ignite interest and/or support poetry retellings.

It should be noted that children will also be exposed to a range of other poems

September	October	November	December	January	February	March	April/May	June	July
Tommy Thumb (RAIE)	5 Little Pumpkins (RAP)	Furry Furry Squirrel (RAP)	Let's put on our Mittens (RAP)	A Little House (RP)	Spring Wind (RP)	A Little Seed (RP)	Happy Hippo (RAN)	A Little Shell (RP)	There was a Crooked Man (RTI)
Dandy Dog (AE)	tumble	scurry	snug	drift	growl	shower	humungous	creep	
dandy									

Key: Rhyme (R) Traditional (T) Alliterative features (A) Nonsense (N) made up words, made up things (element of silliness) Innovation potential (I) EXTEND Letters and Sounds Programme (E) Poetry Basket (P)

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Communication and language development matters observation checkpoints for 3 and 4-Year-Olds (useful for on-entry purposes)

- Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?
- Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?
- Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.
- Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?
- Can the child answer simple ‘why’ questions?

Sensible and Meaningful Assessment

Percentage of children who are ready to progress End of term 2	Who needs more experience or a different learning experience (list initials)?	How will we do this? Consider context and range of situations.
Percentage of children who are ready to progress End of term 4	Who needs more experience or a different learning experience (list initials)?	How will we do this? Consider context and range of situations.
Percentage of children who are ready to progress End of term 6	Who needs more experience or a different learning experience (list initials)?	How will we do this? Consider context and range of situations.

Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.