



Our Lady of Walsingham Catholic Primary School
Early Years Foundation Stage: Communication and Language.



| | Physical Language Development | Cognitive Language Development | Social and Emotional Language Development | Learner Engagement in Assessment |
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| Ongoing throughout the EYFS Year | <ul style="list-style-type: none"> Adapts ATTENTIVE BEHAVIOUR With teacher prompt, adapts listening behaviour to attend to a task (<i>e.g., teacher instruction, one-on-one discussion with teacher, listening to a story</i>). Attends to the task in group activities (<i>e.g., student is seated in a chair or on the floor, appropriate to the activity, eyes are focused on speaker, hands are still, child does not interrupt</i>). <ul style="list-style-type: none"> Responds to verbal and nonverbal cues associated with the situation (<i>e.g., classroom routine and/or teacher/peer interaction</i>). <p>Applies skills for delivery of effective oral communication and presentations.</p> <ul style="list-style-type: none"> Faces audience while speaking, with teacher guidance. Shows that there is recognition of different volumes for voice (<i>e.g., yelling, inside/outside</i> | <ul style="list-style-type: none"> Follows two-step oral directions for routines. Answers a variety of questions: who, what, when, where, why, whose, yes/no. Identifies and describes pictures, signs, sounds, symbols (<i>e.g., toilets, in and outdoors, exit, stop signs, and other important symbols specific to the school environment</i>). Understands how to infer and make personal connections to auditory and visual information. Makes simple <i>inferences</i> (<i>e.g., why the child in the story takes his umbrella to school, why we do not run indoors</i>). Listens for, identifies, and explains personal connections to events (<i>e.g., events in a personal story told by peer, a video</i>). Identifies and expresses one's own feelings related to an event with teacher support (feeling scared when the hall lights went out and the music was loud during the performance). Understands how to show respect for others' input. | <ul style="list-style-type: none"> Understands that language is adjusted to the needs of the audience, situation, and setting. Selects language that is courteous (<i>e.g., please, thank you, excuse me</i>) and explains why it is appropriate. Understands how to show respect for others' input. Expresses support and acceptance by allowing others to speak without interrupting. Understands how to contribute responsibly in a one-to-one conversation or group setting. Shares own ideas. Demonstrates conversation skills (<i>e.g., greeting people, taking turns</i>). | <ul style="list-style-type: none"> Understands how to use simple criteria to assess one's own communication. Seeks verbal feedback from teacher and/or to improve communication Understands how to use simple criteria to judge others' communication. Identifies elements of communication based on classroom criteria, and explains with teacher guidance (<i>e.g., "I heard you from the back of the room."</i>). Understands how to set a |



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| | <p><i>voices, whisper).</i></p> <ul style="list-style-type: none"> • Speaks in complete five- or six-word sentences to describe people, places, things, locations, and actions. • Speaks clearly and distinctly. • Produces correct speech patterns. | <ul style="list-style-type: none"> • ☐☐ Expresses support and acceptance by allowing others to speak without interrupting. • Understands how to contribute responsibly in a one-to-one conversation or group setting. • ☐☐ Shares own ideas. • ☐☐ Demonstrates conversation skills (e.g., greeting people, taking turns). • Understands how to plan effective oral communication and presentation. • ☐☐☐ Demonstrates an awareness that an audience exists outside of one's self (<i>e.g., faces the audience and speaks loudly enough to be heard from the back of the room</i>). • ☐☐☐ Chooses content that matches topic (e.g., <i>Given a topic such as "favourite things," the child chooses to talk about a favourite personal item, food, person, place, story, or pet.</i>). • Understands how to use media and resources in oral presentations. • ☐☐☐ Uses visual aids with teacher guidance (e.g., illustrations, photos, and other items). | | <p>communication goal.</p> <ul style="list-style-type: none"> • ☐☐☐ Sets a target with teacher guidance and explains why this is important (<i>e.g., "I need to work on not interrupting so that everyone has a chance to talk."</i>). |
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ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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



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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.

ELG: Speaking Children at the expected level of development will: - 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.