

Subject on a Page:

**Communication and Language (EYFS)**

## Waddesdon Village Primary School- Pathway to Excellence

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world.

### Whole School Curriculum Drivers:

#### Excellence

#### Community

#### Growth



### Intent - we aim to...



Ensure pupils understand how to listen carefully and that listening is important.



Provide a language rich environment that teaches pupils a wide range of vocabulary.



Develop the confidence to articulate and share ideas.



Enable pupils to use communication to work collaboratively and solve problems.



To create confident story tellers.



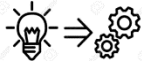
To provide opportunities for children to be inquisitive and ask questions to further their understanding.



### Implementation - How do we achieve our aims?

Promote and model active listening skills.

In EYFS at WVPS, we promote the high 5 listening model. Where we actively demonstrate what good listening looks like through modelling, visual cues and focusing on key listening skills. As part of our transition, in the Autumn Term pupils participate in weekly listening sessions. Each session focuses on a skill. Practitioners plan activities that focus on the development of these skills. E.g. good listening is looking at the person who is talking – let's practise looking by playing who looks different. Practitioners then use this language throughout the school day with pupils. For example, I can tell you are showing good listening because you were looking at me – well done. This model ensures that all pupils understand what good listening looks like.



## Implementation continued...

To provide high quality interactions between pupils and practitioners in a vocabulary rich environment.

Ensure that practitioners are modelling learnt new vocabulary within activities and interactions with pupils. New vocabulary shared and identified weekly.

Provide weekly 'show and tell' opportunities for pupils to share their experiences, describe objects and ask questions. During this time practitioners model questions showing a genuine interest so that pupils will elaborate on their ideas. 'News Time' sessions where adults have time to engage with pupils about a key topic – modelling their own thinking aloud and asking questions. High quality morning interactions with pupils modelling social phrases linked to the zones of regulation.

Ensuring that there are opportunities within planned activities and ChIL for pupils to talk about a problem and come up with an idea to solve it. Practitioners will model problem solving phrases such as 'you could...' 'it might be...' etc.

Promote a love of reading and story-telling.

Each half termly topic is underpinned by carefully selected core texts that will develop vocabulary and provide opportunities for pupils to learn and retell familiar stories as well as adapting the narrative to include their own ideas through role play or story telling sessions. Story sacks, spoons, small word characters and puppets are an essential part of our continuous provision.

Storytime is an integral part of the school day and pupils are provided with the opportunity to vote for their favourite story at the end of each school day. Our parent community are involved in promoting this love of reading by sharing one of their favourite stories with the class every Thursday afternoon.

Our classroom environment boasts a calm yet exciting book corner with high quality texts that are carefully selected by practitioners each half term linked to the current topic and pupil's interests. During ChIL, practitioners will model reading stories in our calm corner as well as modelling story telling in our role play and small world areas.

Weekly library visits ensure that pupils are able to select high quality texts linked to their interests to share at home as well as their phonics reading books. These books provide opportunities to be introduced to new vocabulary and provide opportunities to develop story telling at home. DEAR (drop, everything and read) is also a great opportunity for pupils to observe adults and their peers engaging sharing books. Regular Helicopter stories sessions also provide excellent opportunities for pupils to develop their story telling skills in a supportive environment.



## Impact - How we know we achieved our aims?

Pupils demonstrate the high 5 listening model and understand why listening helps them to learn.



Pupils use a broader range of vocabulary within their play and conversations. Subject specific vocabulary is evident where appropriate.

E.g. A diagraph is two letters that make one



Pupils actively engage in discussions and want to share their ideas with others.



Pupils are observed attempting to resolve problems through communication.

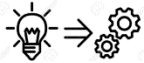


Pupils are observed sharing stories and story-telling within their play.



Pupils ask questions to further their understanding.





## Connecting learning

### Transferrable skills

Our Communication and Language curriculum aims to establish the secure foundations for effective spoken language to help pupils achieve across all areas of the curriculum as they transition into KS1 and beyond. It has been designed to ensure success in the following areas outlined for spoken language in years one to six.

#### **Spoken Language – years 1-6**

- Listen and respond appropriately to adults and their peers.**
- use relevant strategies to build their vocabulary.**
- maintain attention and participate actively in collaborative conversations.**
- consider and evaluate different view-points.**
- participate in performances and role play.**
- ask relevant questions to extend their understanding and knowledge.**

Our intent to create confident story tellers also links directly to ensuring successful composition of writing in Y1.

- Pupils can compose a sentence orally before writing and can sequence sentences to form short narratives.**