

A reading rich curriculum

We are passionate about books and aim to inspire lifelong readers. In EYFS, we choose texts which are rich in exposure to tier 2 vocabulary, including texts which promote the use of rhythm, repetition and sometimes rhyme, and which inspire children's imagination. We know that repeated exposure to these core texts allow children to practice developing language skills as they retell and engage with them in whole class lessons where adults read them and make characters and settings come alive, through to engagement in the stories through play in provision. We believe that deepening learning takes place when children return to these high-quality texts, so plan to introduce them in nursery and then revisit them in FS2 in a deeper way, strengthening comprehension. Children develop language and comprehension skills as they learn to recite these stories from memory. We combine 'golden and old' and 'new and bold' stories so that they are exposed to a wide range of texts and choose stories that we believe are worth reading and re-reading.

When we read the stories, we help children to get to know the story very well: the characters, settings, plot. We also identify several vocabulary words from the stories that children would not ordinarily be exposed to (tier 2 vocabulary words), such as stumble, squelch, tiptoe, swirling in 'We're going on a Bear Hunt', for example. We talk about these words with children and use them frequently in provision, so that they practice using them in speech. Children's understanding of these words is then developed in the context of their own everyday lives.

Examples of golden and old and new and bold stories we read to children include:

We're Going on a Bear Hunt
Goldilocks and the Three Bears
The Three Little Pigs

The Colour Monster
Jack and the Beanstalk
The Owl who was afraid of the dark

The Gruffalo
Where the Wild Things Are

One Snowy Night
Owl Babies
The Little Red Hen

Communication, Language and Reading Curriculum Planning Nursery – The Ellis CE Primary School

Nursery						
Statutory Framework	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.					
Key Skills F1	Physical: To speak audibly so they can be heard and understood. To use gestures to support meaning in play. Linguistic: To use talk in play to practice new vocabulary. Cognitive To make relevant contributions and ask questions. To describe events that have happened to them. Social and emotional: To look at someone who is speaking to them. To begin take turns to speak when talking to someone.					
	Nursery Autumn 1	Nursery Autumn 2	Nursery Spring 1	Nursery Spring 2	Nursery Summer 1	Nursery Summer 2
Connections and Context	Starting nursery	Transitioning new children into setting	Starting nursery	Transitioning new children	Starting nursery	Transitioning new children
Key Experiences	Cycle 1 Topic- Me and My Family Learn about self & their families Similarities/ differences Independence Self-help skills Keeping healthy Harvest coffee morning Parent workshops Shared library sessions Dental hygiene- visitor	Cycle 1 Topic- Weather The 4 seasons Focus on Autumn/Winter Seasonal celebrations inc. Othe cultures Bonfire night Divali Hannukah Christingle Advent Christmas Christmas coffee morning Parent workshops Shared library sessions Forest school- visit	Cycle 1 Topic- Food Fruit & vegetables Origins of food Our favourite foods Food from other countries/ cultures Mealtime routines inc. Using cutlery Baking/ cooking experiences Ramadan Nowruz Shrove Tuesday Chinese New Year Parent workshop Shared library sessions	Cycle 1 Topic- Growing Caring for plants/ animals Field to fork- how do we grow vegetables lifecycles Eid Easter Mothers day Shared library sessions Pond visit Spring walk Growing experiences	Cycle 1 Topic- Minibeasts Identifying insects Habitats Lifecycles Caring for the environment & living things Raising own caterpillar's/ butterflies May Day celebrations Walk to park Minibeast hunt	Cycle 1 Topic- Traditional Tales Story language Refrains Narrative structures beginning/ middle/ end Shared Library Father's day Trip to Sundown Park/ Cannon Hall Farm
Key Texts,	Every Family is different- by Maureen Eppen fiction	The Tiny Seed By Eric Carle	Handa's surprise by Eileen Brown	The Very Hungry Caterpillar by Eric Carle	Spinderella by Julia Donaldson	Goldilocks & The Three Bears
Poetry Basket	Chop Chop Pointy Hat 5 Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples	Leave Are Falling Breezy Weather Who Has See The Wind Cup Of Tea Mice	Popcorn A Little House Pancakes Let's Put On Our Mittens I can build a snowman Carrott Nose	Spring Wind Fury Fury Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird	I Have A Litte Frog Dance Pitter Patter Sliced Bread A Little Shell 5 Little Peas	The Fox Monkey Babbies Thunderstorm 5 Little Owls If I Were So Very Small Under A Stone

	Nursery Autumn 1	Nursery Autumn 2	Nursery Spring 1	Nursery Spring 2	Nursery Summer 1	Nursery Summer 2
Connections and Context	Starting Nursery	Transitioning new children into setting	Starting nursery	Transitioning new children	Starting nursery	Transitioning new children
Key Experiences	Cycle 2 Topic: Rhyme Time Starting school, walks around school/local area. Independence, self-help skills, keeping healthy (visitor) Birthday celebrations Familiar Rhymes Nursery Rhymes Rhyming Stories Number Rhymes Harvest (Coffee Morning) Parent Workshops Shared Library Sessions	Cycle 2 Topic: Light & Dark Colours Night and day Sources of light Nocturnal animals Celebration events Bonfire Night, Diwali, Hannukah, Advent, Christingle Christmas, Bonfire Night Dark Den & resources Christmas Coffee Morning Parent Workshops Shared Library Sessions	Cycle 2 Topic: Toys Favourite toys Toys from the past Toys that move Chinese New Year, Ramadan, Nowruz Winter Winter walks Parent Workshops Shared Library Sessions	Cycle 2 Topic: Homes Our homes Different types of homes Similarities and differences Materials Homes in different countries Eid Mother's Day Easter (Coffee Morning) Spring Walk/visit to nature areas in school Planting seeds. Shared Library Sessions	Cycle 2 Topic: Where we Live Local attractions Local maps Local landmarks May Day Shared Library Sessions Walk to Elsecar Park Library	Cycle 2 Topic: Journeys Holidays/Trips Other countries and their cultures World Maps/Globes Shared Library Sessions Father's Day Trip to the seaside
Key Texts, Poems, Songs	Duck in Truck by Jez Alborough	Owl Babies by Martin Waddell	Robot Dog by Mark Oliver	The Three Little Pigs	Here We Are by Oliver Jeffers	The Train Ride by June Crebbin
Intended learning (progressive and spiral):	Introduce Lola Listening Leopard & group activities.	Continue with previous intentions	Continue with previous intentions	Continue with previous intentions	Continue with previous intentions.	Continue with previous intentions.
Listening Attention	Environmental sounds/ sound walk Good sitting/ listening/ at story time. Eye contact when others are speaking/ when speaking themselves	Listen & respond to a simple question linked to personal knowledge/ experience or story. Clap syllables in their own name/ others names/ words.	Listen to a question & answer appropriately. Listen to longer stories. Listening group activities.	Listen & respond using a range of words. Listen & begin to recall a familiar event or story. Hear & repeat rhyming pairs. Begin to recognise & continue rhyming strings & odd word out.	Listen to others when they speak, responding appropriately using clear vocab. Can retell a simple story identifying the beginning and end.	Take turns in conversations. Listen to others, responding to what they say and continue a 2 way conversation.
Speaking	Join in with rhymes & repeated refrain.	Knows some vocabulary linked to topic	Use clear language to say what they see in a		Use language to communicate to	Can speak clearly to others. Can use a range

	Talk time activities- use 4-6 words in a sentence Explain intentions using clear words Know/ learn some vocabulary linked to topic		picture book. Use some story language. Join in with alliteration activities. Know some vocabulary linked to topic.	Know a range of vocabulary linked to topic. Identifies the initial sounds in simple words orally.	others using clear speech. Use some story book language. Blends simple words by copying an adult.	of words to express feeling and thoughts. Orally segments simple words by copying and adult.
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Communication, Language and Reading Curriculum Planning Reception Year – The Ellis CE Primary School

Reception Year						
Statutory Framework	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.					
Key Skills F2	Physical: To speak audibly so they can be heard and understood. To use gestures to support meaning in play. Linguistic: To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'but', 'because', 'so', 'could'. Cognitive: To use 'because' to develop their ideas. To make relevant contributions and ask questions. To describe events that have happened to them in detail. Social and emotional: To look at someone who is speaking to them. To take turns to speak when working in a group.					
	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
Connections and Context	New to school – my class	Celebrations	New Year - Winter	New life - Spring	Summertime	Transitions
Key Experiences	Cycle 1 Topic: Me and My Family Starting school, walks around school/local area. Walks in the outdoor area and beyond linked to We're Going on a Bear Hunt. Independence, self-help skills, keeping healthy (visitor) Birthday celebrations Harvest (Coffee Morning) Parent Workshops Shared Library Sessions Visit Dental Hygienist	Cycle 1 Topic: Seasons Bonfire Night, Diwali, Hannukah, Advent, Christingle Christmas, Bonfire Night The Four Seasons focus on Autumn/Winter Celebration events Trip to the Forest School Christmas Coffee Morning Parent Workshops Shared Library Sessions	Cycle 1 Topic: Food Fruit and vegetables, origins of food, taste testing, meal time routines (use of cutlery), food for other countries, Baking (food prep) Chinese New Year, Ramadan, Nowruz Winter Winter walks Parent Workshops Shared Library Sessions	Cycle 1 Topic: Growing Plants/ Animals and growing. Caring for plants, field to fork, life-cycles Eid Mother's Day Easter (Coffee Morning) Spring Walk Planting seeds. Shared Library Sessions	Cycle 1 Topic: Mini-Beasts Identifying insects, Habitat, Life-cycles, Caring for the environment Caterpillars/Butterflies Lion Learners Mini-Beast Workshop May Day Shared Library Sessions	Cycle 1 Topic: Traditional Tales Story language Refrains Narrative Structure Beginning, middle Library Shared Library Sessions Father's Day Visit to Sundown Park/ Cannon Hall Farm
Key Texts, Poems, Songs	We're Going on a Bear Hunt by Michael Rosen	Stick Man by Julia Donaldson	Handa's Surprise by Eileen Brown	Jack and the Beanstalk The Tiny Seed by Eric Carle	The Very Hungry Caterpillar by Eric Carle	Goldilocks and the Three Bears
	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
Connections and Context	New to school – my class	Celebrations	New Year - Winter	New life - Spring	Summertime	Transitions
	Cycle 2 Topic: Rhyme Time Colours	Cycle 2 Topic: Light & Dark Favourite toys	Cycle 2 Topic: Toys Our homes	Cycle 2 Topic: Homes Local attractions	Cycle 2 Topic: Where we Live Holidays/Trips	Cycle 2 Topic: Journeys Holidays/Trips

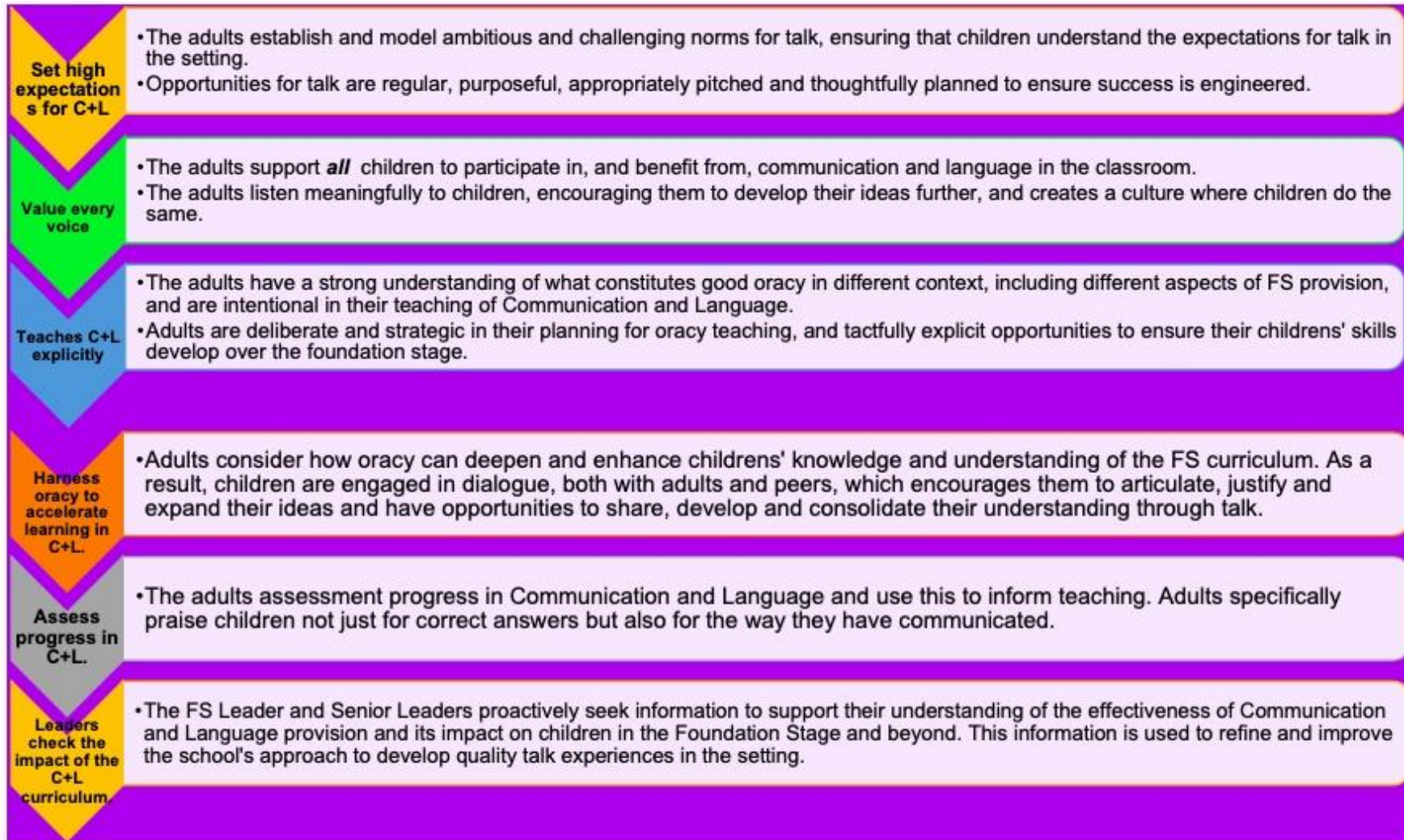
Key Experiences	Starting school, walks around school/local area. Independence, self-help skills, keeping healthy (visitor) Birthday celebrations Familiar Rhymes Nursery Rhymes Rhyming Stories Number Rhymes Harvest (Coffee Morning) Parent Workshops Shared Library Sessions	Night and day Sources of light Nocturnal animals Celebration events Bonfire Night, Diwali, Hannukah, Advent, Christingle Christmas, Bonfire Night Dark Den & resources Christmas Coffee Morning Parent Workshops Shared Library Sessions	Toys from the past Toys that move Chinese New Year, Ramadan, Nowruz Winter Winter walks Parent Workshops Shared Library Sessions	Different types of homes Similarities and differences Materials Homes in different countries Eid Mother's Day Easter (Coffee Morning) Spring Walk/visit to nature areas in school Planting seeds. Shared Library Sessions	Local maps Local landmarks May Day Shared Library Sessions Walk to Elsecar Park Library	Other countries and their cultures World Maps/Globes Shared Library Sessions Father's Day Trip to the seaside
Key Texts,	The Gruffalo by Julia Donaldson Each Peach Pear Plum by Allan and Janet Ahlberg	Owl Babies by Martin Waddell	The Everywhere Bear by Julia Donaldson	The Three Little Pigs	Aliens Love Underpants by Claire Freedman	The Train Ride by June Crebbin
Poetry Basket	Chop Chop Pointy Hat 5 Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples	Leave Are Falling Breezy Weather Who Has See The Wind Cup Of Tea Mice	Popcorn A Little House Pancakes Let's Put On Our Mittens I can build a snowman Carrott Nose	Spring Wind Fury Fury Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird	I Have A Litte Frog Dance Pitter Patter Sliced Bread A Little Shell 5 Little Peas	The Fox Monkey Babbies Thunderstorm 5 Little Owls If I Were So Very Small Under A Stone
Intended learning (progressive and spiral): Listening Attention Speaking	Follow adult cues to listen. Introduce Lola the Listening Leopard to establish the 5 rules for listening Know behaviours for successful listening. Participation in predictable texts. Demonstrate an understanding of waiting turns to speak/ not interrupting. Recall a range of simple nursery rhymes. Answer simple questions. Participate in adult narration of independent learning including simple sentence stems (MTYT) Participate in conversations offering thoughts and answering	Actively recall and recite favourite rhymes. Secure agreed rules for conversational turn taking in small and larger groups. Begin to understand how and why questions and answer them appropriately. Children will speak in complete sentences. Follow simple two-step instructions. Describe some events in detail. Recall and define new vocabulary for the half term.	Participate in familiar stories with refrains as a group chant. Begin to speak in longer sentences using simple conjunctions e.g. 'and' and 'because'. Recall and define new vocabulary for the half term. Children will learn how to ask questions. Retells a known story orally.	Children will retell a story with pictures or props. They will begin to follow a story without pictures. Children will engaging in fiction and non-fiction texts and use new vocabulary in different contexts. Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Recall and define	Children will be able to understand questions such as 'who', 'what', 'where', 'when', 'why' and 'how'. They will be able to use talk to organise, sequence and clarify thinking ideas, feelings and events. Tell familiar stories with dialogue in play. Memorise rhymes and perform them rhymically. Recall and define new vocabulary for the half term. Answer open ended or speculative questions.	Children will be able to engage in conversations with adults or peers with back and forth exchanges. Children will use a range of tenses when talking in sentences. Begin to generate their own narratives. Process language which includes challenging adjectives, verbs and positional vocabulary in instructions. Play games where they give instructions to each other. Recall and define

	questions around a topic, interest or activity. Recall and define specialist vocabulary for the half term. Learn and join in with simple rhymes and poems. Explain something in simpler words e.g. I am happy.	Listen carefully to instructions. Follow instructions regarding safety. Play memory games e.g. I went to the shops. Introduced to thinking e.g. I wonder, what if, I have an idea. Turn taking games.		new vocabulary for the half term.	Process three step instructions.	new vocabulary for the half term.
Language Stems: F2						
	Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description		Language of prediction	
	I agree with/ I disagree	It's the same because	It's the same/different...because		I think it will...	
	I think...	It's different because	They / we both have...		This will...because	
	I don't think....	This is... and that is....	Altogether we / I have		I know that...	
	It will...because		I know... because			
	I like the way....		It looks / smells / feels /tastes / sounds like...			

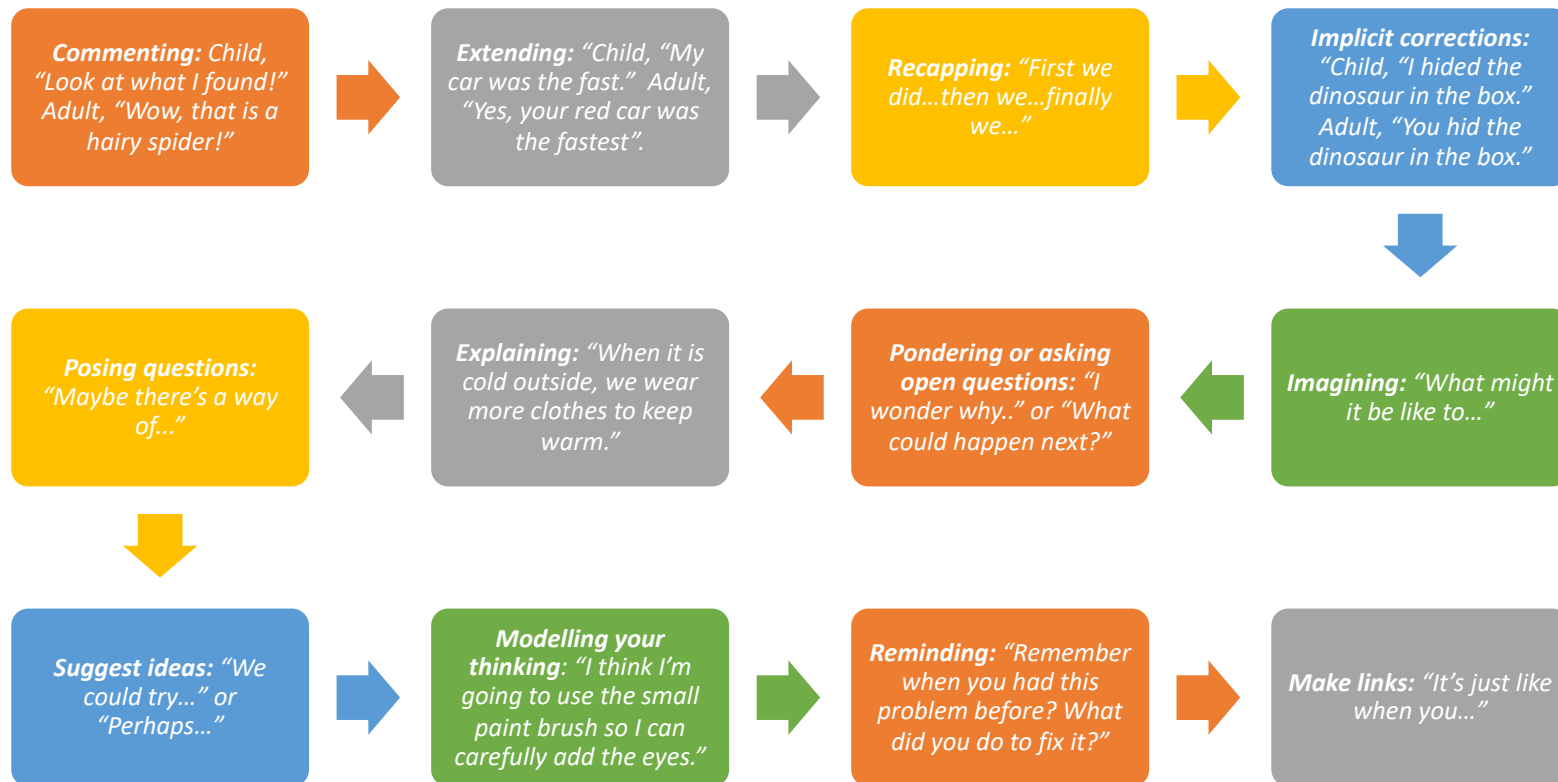


DSAT: Foundation Stage principles and curriculum for Communication and Language

Laying firm foundations of a curriculum for oracy in the Foundation Stage through our Communication and Language provision. We aim to:



Quality adult talk in early years



Blank Levels Explained

Level 1 – Naming

Children at Blank Level 1 are talking about things in front of them or that have only just been taken away. Their responses are short or nonverbal e.g. pointing.

Level 1	Example Question
Looking for a matching object	Find one like this
Finding an object by sound	Show me what you heard
Finding an object by touch	Show me what you touched
Naming an object heard	What did you hear?
Naming an object touched	What did you touch?
Naming an object seen	What is this?
Copying a simple sentence	Say this...
Remembering pictured objects	What did you see?
Remembering other information	What did you see?

Level 2 – Describing

Children at Blank Level 2 are talking about things directly in front of them. They can talk about part of an object. They will be talk about what an object does or what it looks like.

Level 2	Example Question
Looking for an object by function (what it does)	Find one that can...
Describing a picture	What is happening?
Remembering things named in a comment (e.g. what things fly?)	What things...?
Remembering simple information (who, what, where questions)	Who? What? Where?
Finishing a sentence (sentence completion)	You cut with a...
Concepts: Naming parts of an object or what it does (e.g. pen lid)	This is the...
Concepts: Responding to 2 things about an object (e.g. colour and size)	Find one that is ... and ...
Concepts: Knowing differences	How are these different?
Concepts: Giving an example from a category	Name something that is a...

Level 3 – Retelling

Children at Blank Level 3 are learning to tell stories, make predictions and define words. They must think and know the facts before giving an answer.

Level 3	Example Question
Finding an object by using verbal and visual information	Find one to use with this...
Describing what can happen next from a sequence of pictures	What will happen next?
Saying what a person might say or think	What could he say?
Following a set of directions	Do this, then this
Putting pictures in order	Make these into...
Giving a set of directions	Tell me how to...
Making a general comment about something that's happened	What happened to all of these?
Telling a simple story from a set of pictures	Tell this story
Concepts: Finding and describing similarities	How are these the same?
Concepts: Finding an object or a set of objects by things they do not have (negatives)	Find the ones that are not... Find things that are not...
Concepts: Giving an example by excluding a specific object	Name something that is not
Concepts: Giving an example by excluding a group of objects	Name something can...but is not a
Concepts: Defining word	What is a...?
Unusual imitation	Say this...

Level 4 – Justifying

Children at Blank Level 4 can make inferences and deduction. They can talk about cause and effect. They use their past experience and information beyond what they can see and hear.

Level 4	Example Question
Predicting: Changes in position	Where will...?
Predicting: Changes in structure	What will happen if...?
Justifying and explaining a prediction	Why will...?
Justifying a decision – explaining the reason for your decision	Why do you...? Why would you...?
Identifying the causes of an event	What made it happen?
Thinking of and explaining a solution	What could you do?
Thinking of and explaining a solution from someone else's point of view	What could she do?
Explaining how to reach a goal (e.g. what could we use to cook scrambled eggs)	What could we use?
Explaining why (e.g. why would you use a pan)	Why should we use that?
Explaining the construction of objects (e.g. why is the pan made of metal?)	Why is... made of that?
Explaining an inference drawn from what they see	How can we tell?
Explaining the logic of compound words (e.g. basketball, snowflake)	Why is this called...?
Explaining the problems to an action	Why can't we...?

Planning for back-and-forth interactions with adults: what this looks like in provision.

- Thinking out loud, modelling new language for children.
- 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.

Explicitly teaching listening skills:

- Get children talking about listening.
- Can you tell if people are listening to you? How?
- What do you like to listen to?
- When is it difficult to listen? Why?
- Who would you describe as a good listener? Why?
- What helps you to listen better?
- What sounds do you not like to listen to?

Progression of skills - EYFS

Physical



- To speak audibly so they can be heard and understood
- To use gestures to support meaning in play

Linguistic



- To use talk in play to practice new vocabulary
- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'

Cognitive



- To use 'because' to develop their ideas
- To make relevant contributions and asks questions
- To describe events that have happened to them in detail

Social and Emotional



- To look at someone who is speaking to them
- To take turns to speak when working in a group

Teaching Ideas

- Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully.
E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!'
- Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.
- Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me your favourite colour in a playground voice!'
- Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?

Experiences

- To speak to a partner during whole class teaching
- Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction.
- Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.

EYFS Language Stems

Language for argument and opinion	Language for comparing and contrasting	Language of explanation / description	Language of prediction
I agree with / I disagree	It's the same because	It's the same/different...because	I think it will...
I think....	It's different because	They / we both have...	This will.....because
I don't think.....	This is... and that is....	Altogether we / I have	I know that...
It will....because		I know... because	
I like the way....		It looks / smells / feels / tastes / sounds like...	

