

The background of the slide is a dark blue gradient with a complex network of white and light blue dots connected by thin white lines, creating a starry or molecular pattern. The text is centered in a clean, white, sans-serif font.

EYFS and CLL at Scorton Primary School

Statutory Framework for literacy

- 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.

Intent

- Communication and Language is one of the Prime Areas of the Early Years Foundation Stage. This area of development provides the foundation for all other areas of learning. We believe that language unlocks learning! At Scorton Primary School highly skilled practitioners ensure that children are immersed in a language rich environment where the opportunity to speak and share ideas is irresistible. Thousands of high quality interactions between adults and children take place every single day! Practitioners follow the child's lead for learning and introduce language and vocabulary which is slightly above the child's ability level. In addition, high quality texts and vocabulary are mapped throughout EYFS. This ensures that consistent progress can be made. Early help is sought quickly and referrals are made to outside agencies when necessary. Our own Speech and Language therapist provides advice when needed which ensures that children get the help that they need as soon as possible, as waiting times for the NHS can be long. We have high aspirations for language and children are introduced to 'big' and exciting grown up words at every opportunity which they love!





LISTENING AND
ATTENTION



SPEAKING



UNDERSTANDING

The Power of a Story...

- The power of a good story is strong, but it can be so much more than reading aloud the text in a book
- *There is a purpose behind all we do. Story provides powerful and strong foundations in which later learning can be built upon. Evidence gives us the confidence that if we create a love of books and storytelling, then we can positively impact on children's long-term outcomes.*

Verbal Strategies...

Verbal strategies can include:
asking open questions about stories,
prompting children to sequence stories,
retelling stories,
giving children corrective feedback,
eliciting imitation, and
relating stories to children's own experience.





Creating stories linking to interests...

- *As practitioners we know our children's interests and what excites them.*
- *Spend time observing children in play and listen carefully to what they are saying.*
- *Use a planned story structure... For example, using a story opener to set the scene and then introducing the characters. Then there is a problem, a solution and finally an ending.*



Creating a storytelling culture

Create and embed a story telling culture within the setting to enable children to be engaged, confident story tellers and have a love of reading stories and books.



Teaching and Modelling Vocabulary...

- There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills
- **Explicit vocabulary** teaching strategies have been shown to be effective, both alone and in combination with implicit vocabulary teaching strategies
- How you implement teaching and modelling vocabulary needs careful consideration. Studies where children receive the same vocabulary support show those whose language skills are developing ahead of age-expectations make accelerated language progress above both those at an earlier stage in development and those experiencing poverty. Those more at risk will need more exposure to vocabulary practices.
- Vocabulary instruction that explicitly draws pupils' attention to words, their meanings and their features appears to be effective. Shared book reading has often been found to be a useful activity for this. Explicit vocabulary instruction may involve naming/labelling, discussing word meanings, providing synonyms, and analysing the sound and spelling features of a word. There is some evidence that it can be effective to combine explicit instruction with implicit teaching strategies, such as recasting and extending pupil's statements.



Questioning

- The adult uses different levels of questioning to elicit a response from the child and provide opportunity for them to use language. This could include asking questions that encourage children to use past or future tenses (e.g. what happened when we? what do you think will happen this time?)





Power of Role – Play

Domestic...



Imaginative...



Transactional...

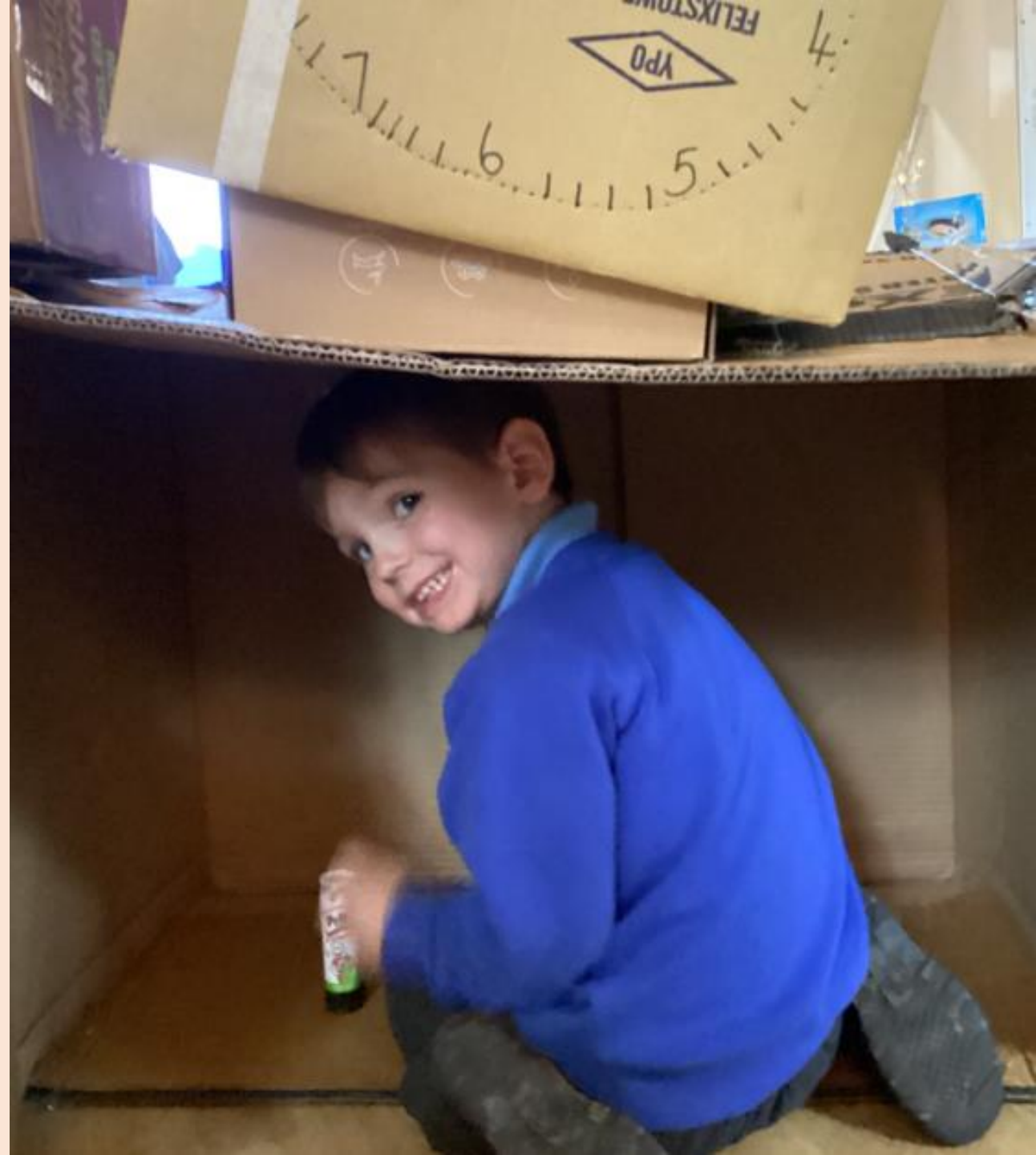




Going Outside!



Little
Communication
Friendly Spaces...





Collaborative Talk...

Recapping

- Recapping: The adult models using language to summarise activities which also supports with connecting ideas and planning next steps.

Explaining and showing

- Explaining and showing: The adult provides information to support the child's understanding of the spoken word and the world around them. This could be through words, visuals, gestures, use of objects, or a combination of these.

Posing

- Posing suggestions or problems: The adult uses prompts to extend an interaction or scaffold children's thinking e.g. 'I wonder what will happen if?' Or 'Imagine if we...'

Questioning

- Questioning: Asking open questions of children to prompt them to think and share their thinking aloud. For example, through talk partners, or during a collaborative task

Making

- Making links: An adult verbalises a link between the activity they are engaging in with the child and a previous experience.

Evaluating

- Evaluating: The adult models and facilitates a conversation in which the child makes a value judgement about an object, action or event. The child is then taught to explain why, giving reasons, and making suggestions. For example, through plenaries.



We prioritise development
of communication and
language...

A close-up photograph of a person's hands holding an open book. The person is wearing a dark blue shirt. The background is dark and out of focus. The text "Developing children's early reading using a balanced approach..." is overlaid in white, sans-serif font across the center of the image.

Developing children's early reading
using a balanced approach...

Supporting
parents to
understand
how to help
their children
learn...



Parent Workshops

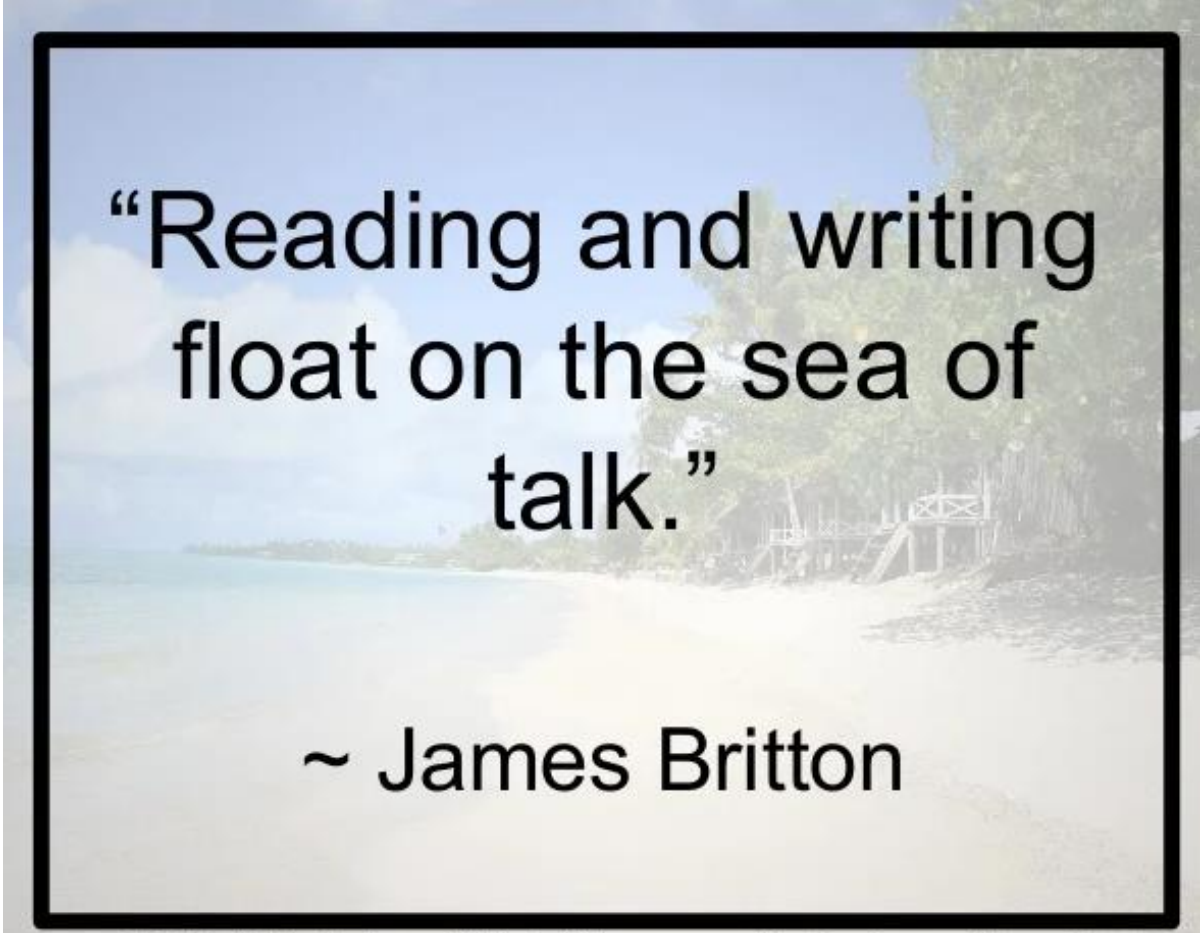
Use high
quality
assessment
and support...

NELI

Birth to 5

Language underpins writing

Expressive language
underpins writing and
should be prioritised!



“Reading and writing
float on the sea of
talk.”

~ James Britton