

Communication and Language Rationale

Our curriculum offer for all children, in all areas of learning and development, begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

At Askwith Primary School, we recognise the importance of an inclusive, high quality education for **all** children (including SEND, EAL, PP and vulnerable). The Early Years Foundation Stage Framework (EYFS framework) sets the statutory standards for the development, learning and care of children from birth to age five.

As stated in the EYFS framework, the four overarching, guiding principles that shape practice in early years are as follows:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- learning and development is very important. Children develop and learn at different rates.

Oracy is threaded through our whole school curriculum. It begins with the prime area, communication and language in the Early Years. It is integral to children's cognitive, linguistic, social and emotional development. This prime area is key to children being able to access the curriculum and to develop their public voice.

In the revised EYFS Framework, Communication and Language is broken down in the two Early Learning Goals:

- Speaking
- Listening

Intent	Implementation	Impact: to be reviewed at the end of each year
<ul style="list-style-type: none"> • Knowledge across the whole curriculum to continue to be built systematically and embedded in the long-term memory of all pupils including the development of oracy • Knowledge gained from embedding Early Adopter Framework (2020-2021), new Early Years Statutory Framework, Development Matters and Askwith expectations inform 2021-2022 EYFS Curriculum • Enhancements/leadership opportunities reflect needs 2021-2022 including local links • Seven areas of learning rationales are updated where relevant 	<ul style="list-style-type: none"> • Staff meetings to ensure that pre and post teaching opportunities identified in whole school LTP are having an impact on knowledge build-up. • Staff meetings to ensure that essential knowledge identified in class LTP is being built/retained at appropriate pace • Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda including the teaching and assessment of oracy across curriculum • Update monitoring and evaluation timetable • Curriculum Enhancements: rolling programme agreed by all staff (subject leaders to review for balance Autumn 1) including enhancements for oracy • Evidence informed practice continues to inform effectiveness of rationales 	

<p>Pupils feel secure in returning to 'normal': all staff have up to date knowledge of mental health in children</p> <ul style="list-style-type: none"> • pupils/parents/staff secure in updated risk assessments <ul style="list-style-type: none"> • Systematic planning for 7 areas of learning and development: <ul style="list-style-type: none"> ○ aligned to Statutory Framework and Development Matters <ul style="list-style-type: none"> • Transition arrangements are strong for each Stage of EYFS <ul style="list-style-type: none"> • All EYFS staff trained in updated EYFS docs <ul style="list-style-type: none"> • Dialogic approach and how planned opportunities to increase vocab on the agenda of every staff meeting 	<p>Pupils' mental/physical health:</p> <ul style="list-style-type: none"> • pupils given time to become secure in new routines • parents' meetings early in autumn term to discuss how pupils have settled back in (including C&L) <p>Assessment:</p> <ul style="list-style-type: none"> • monitor administration of assessments to ensure alignment to EYFS framework • new/refresher training for staff re: early language and communication including interventions • monitor continuous and enhanced and focused provision planning <ul style="list-style-type: none"> • Reintroduce in person home/setting visits to establish starting points in C&L <ul style="list-style-type: none"> • Training: <ul style="list-style-type: none"> ○ new/refresher training for staff re: new framework, policies and practice ○ new/refresher training for all staff on dialogic principles/vocab on displays/focus sessions / train all EYFS staff in record keeping and purposeful interaction 	
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Creativity

Creativity and knowledge should work together as creativity involves making connections and using connected knowledge to create 'new'. In the EYFS, play based learning is inherently creative whereby children learn through the characteristics of effective learning. Our communication and language curriculum is designed so that children can express themselves appropriately and coherently in all areas of learning. The teaching and deliberate practice of this across the curriculum promotes creativity. For example, children could apply their knowledge of the natural world to explain how and why a plant has changed after observing this in the outdoor area.

Substantive Knowledge

In the EYFS, substantive knowledge is the understanding and use of knowledge across the seven areas of learning. Substantive knowledge of communication and language is the knowledge of vocabulary, oral sentence structure and syntax and appropriate strategies to be able to speak and listen in all areas of the curriculum. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency when speaking and listening.

Disciplinary Knowledge

In the EYFS, disciplinary knowledge is the interpretation and independent use of learnt knowledge and skills. For example, using the substantive knowledge of the natural world and the correct vocabulary to be able to formulate their own questions, children can develop their disciplinary knowledge by asking their own questions about a particular aspect of the natural world.

Assessment

Assessments of both the prime and specific areas of learning are carried out through impact notes. Opportunities for assessment are planned daily through focus provision and enhanced provision. For example, a focus session about vocabulary required to ask questions may be led by the teacher. The teacher will make impact notes following that session. Enhanced provision is then planned to ensure there are opportunities for interactions that support children to practise the use of the vocabulary correctly to ask questions in areas of

provision. This can be personalised for particular children's needs. Adults within provision make further impact notes when supporting the children to practise.

Reviewed September 2021