



## Educational Programmes - Statutory Framework

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

The expectations for children's development must ensure that cognitive development proceeds hand-in-hand with their social and personal development.

### **Communication and Language**

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, storytelling 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.

### **English as an additional language**

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world.

Children will learn English from a strong foundation in their home language. It is important to encourage families to use their home language for linguistic as well as cultural reasons.

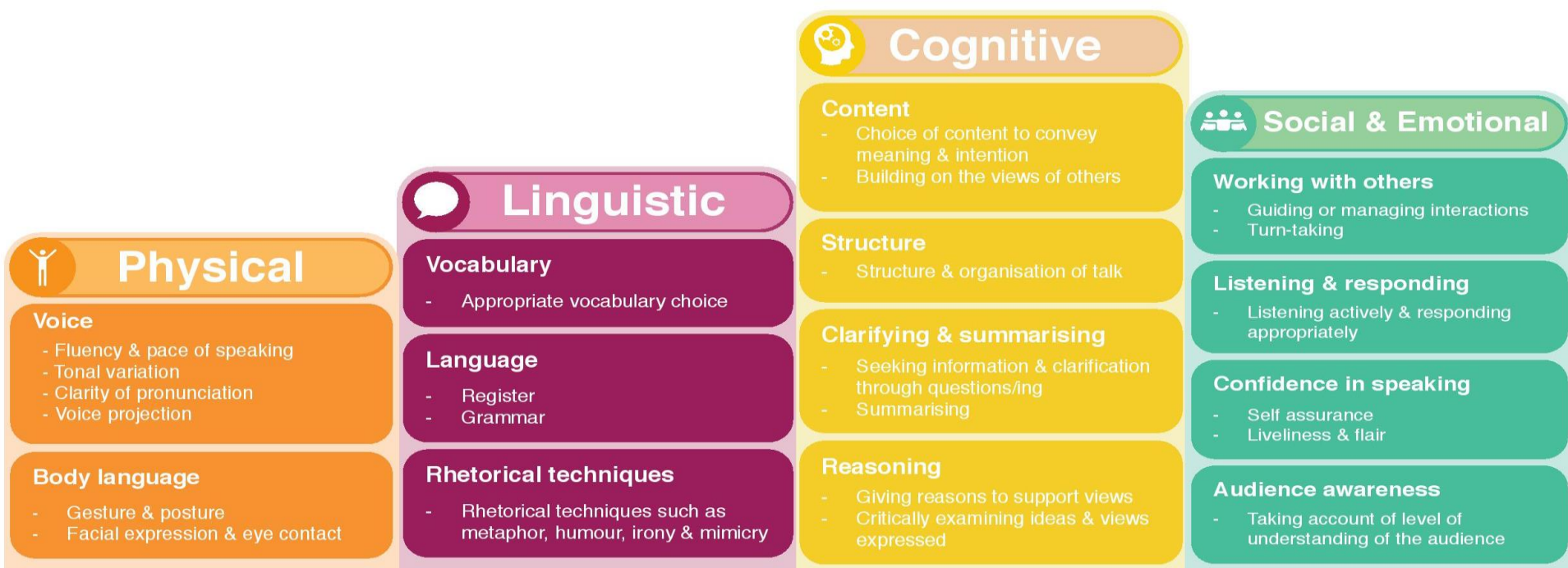
Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence.

At Thomas Jolyffe we talk to parents about what language they speak at home, staff aim to learn a few key words and celebrate multilingualism in our setting.



# Oracy: The Four Strands

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.





## Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:  
Understand how to listen carefully and why listening is important.

### Examples of how to support this:

Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.”

Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.”

Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.”

Children in reception will be learning to:  
Learn new vocabulary.

### Examples of how to support this:

Identify new vocabulary before planning activities, for example, changes in materials: ‘dissolving’, ‘drying’, ‘evaporating’; in music: ‘percussion’, ‘tambourine’.

Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.

Discuss which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”.

Have fun saying the word in an exaggerated manner.

Use picture cue cards to talk about an object: “What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?”

Children in reception will be learning to:  
Use new vocabulary throughout the day.

### Examples of how to support this:

Model words and phrases relevant to the area being taught, deliberately and systematically: “I’m thrilled that everyone’s on time today”, “I can see that you’re delighted with your new trainers”, “Stop shrieking, you’re hurting my ears!”, “What a downpour – I’ve never seen so much rain!”, “It looks as if the sun has caused the puddles to evaporate”, “Have you ever heard such a booming voice?”

Use the vocabulary repeatedly through the week.

Keep a list of previously taught vocabulary and review it in different contexts.



## Development Matters (non-statutory guidance) – Children in Reception will be learning to:

### Children in reception will be learning to:

Ask questions to find out more and to check they understand what has been said to them.

#### Examples of how to support this:

Show genuine interest in knowing more: “This looks amazing, I need to know more about this.”

Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and ‘how do you know’ questions: “I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles.”

### Children in reception will be learning to:

Articulate their ideas and thoughts in well-formed sentences.

#### Examples of how to support this:

Use complete sentences in your everyday talk.

Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.

Narrate your own and children’s actions: “I’ve never seen so many beautiful bubbles, I can see all the colours of the rainbow in them.”

Build upon their incidental talk: “Your tower is definitely the tallest I’ve seen all week. Do you think you’ll make it any higher?”

Suggestion: ask open questions - “How did you make that? Why does the wheel move so easily? What will happen if you do that?”

Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences:

### Children in reception will be learning to:

Connect one idea or action to another using a range of connectives.

#### Examples of how to support this:

Narrate events and actions: “I knew it must be cold outside because he was putting on his coat and hat.”

Remind children of previous events: “Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!”

Extend their thinking: “You’ve thought really hard about building your tower, but how will you stop it falling down?”



## Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:  
Describe events in some detail.

Examples of how to support this:

Make deliberate mistakes highlighting to children that sometimes you might get it wrong: “It’s important to get things in the right order so that people know what I’m talking about. Listen carefully to see if I have things in the right order: ‘last week...’

Use sequencing words with emphasis in your own stories: “Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I’m so full!”

Children in reception will be learning to:  
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Examples of how to support this:

Think out loud how to work things out.

Encourage children to talk about a problem together and come up with ideas for how to solve it.

Give children problem solving words and phrases to use in their explanations: ‘so that’, ‘because’, ‘I think it’s...’, ‘you could...’, ‘it might be...’

Children in reception will be learning to:  
Develop social phrases.

Examples of how to support this:

Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”

Children in reception will be learning to:  
Engage in story times.

Examples of how to support this:

Timetable a story time at least once a day.

Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories.

Choose books that will develop their vocabulary.

Display quality books in attractive book corners.

Send home familiar and good-quality books for parents to read aloud and talk about with their children.

Show parents how to share stories with their children.



## Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:

Listen to and talk about stories to build familiarity and understanding.

Examples of how to support this:

Read and re-read selected stories.

Show enjoyment of the story using your voice and manner to make the meaning clear.

Use different voices for the narrator and each character.

Make asides, commenting on what is happening in a story: “That looks dangerous – I’m sure they’re all going to fall off that broom!”

Link events in a story to your own experiences.

Talk about the plot and the main problem in the story.

Identify the main characters in the story, and talk about their feelings, actions and motives.

Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.

Practise possible conversations between characters.

Children in reception will be learning to:

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Examples of how to support this:

Make familiar books available for children to share at school and at home.

Make time for children to tell each other stories they have heard, or to visitors.

Children in reception will be learning to:

Use new vocabulary in different contexts.

Examples of how to support this:

Have fun with phrases from the story through the day:

“I searched for a pencil, but no pencil could be found.”

Explain new vocabulary in the context of story, rather than in word lists.



## Development Matters (non-statutory guidance) – Children in Reception will be learning to:

### Children in reception will be learning to:

Listen carefully to rhymes and songs, paying attention to how they sound.

#### Examples of how to support this:

Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.

Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.”

In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.

Encourage children to have fun with rhyme, even if their suggestions don’t make complete sense.

Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’.

### Children in reception will be learning to:

Learn rhymes, poems and songs.

#### Examples of how to support this:

Select traditional and contemporary poems and rhymes to read aloud to children.

Help children to join in with refrains and learn some verses by heart using call and response.

When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: “Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time.”

### Children in reception will be learning to:

Engage in non-fiction books.

#### Examples of how to support this:

Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

### Children in reception will be learning to:

Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.

#### Examples of how to support this:

Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.

Make the books available for children to share at school and at home.



## Early Learning Goals.

### Children at the expected level of development will -

#### **Listening, Attention and Understanding**

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 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.

#### **Speaking**

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.