




## St. Anne's C.E. (VC) Primary School

### "Together with God, Making Learning a Life Long Friend"

*We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.*

### Communication and Language Development Progress Model for Knowledge and Skills

We recognise that all children develop in their own time and at their own pace. We will use the following information to support the learning of our children as they embark on their individual learning journeys. This is not a checklist but an overview of the knowledge/skills that our children develop through during their time in the early years.

	Reception		
<b>Listening and Attention</b> 	<p>Enjoys listening to longer stories and can remember characters and key events.</p> <p>Understand 'good listening' and demonstrate developing listening skills.</p> <p>Can listen and attend to their friends and teachers for short periods of time.</p> <p>Can pay attention to more than one thing at a time.</p>	<p>Can display 'good listening' for short period of time individually and as part of a group or class.</p> <p>Listens to longer stories and can recall events in sequence and answer questions about what they have heard.</p> <p>Engages in storytime building familiarity and understanding.</p> <p>Can actively listen to their friends and teachers for longer</p>	<p><b><u>Assessment - ELG: Listening, Attention &amp; Understanding</u></b></p> <p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>




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### Communication and Language Development Progress Model for Knowledge and Skills

		periods of time in different situations.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<p><b>Understanding</b></p> 	<p>Enjoys listening to longer stories and can remember characters and key events.</p> <p>Understand 'good listening' and demonstrate developing listening skills.</p> <p>Can listen and attend to their friends and teachers for short periods of time.</p> <p>Can pay attention to more than one thing at a time.</p>	<p>Can display 'good listening' for short period of time individually and as part of a group or class.</p> <p>Listens to longer stories and can recall events in sequence and answer questions about what they have heard.</p> <p>Engages in storytime building familiarity and understanding.</p> <p>Can actively listen to their friends and teachers for longer</p>	<p><b><u>Assessment - ELG: Listening, Attention &amp; Understanding</u></b></p> <p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>




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		periods of time in different situations.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<b>Speaking</b> 	<p>Starts a conversation with a friend or familiar adult.</p> <p>Uses talk to organise themselves and their play and communicate ideas.</p> <p>Ask questions to find out more.</p> <p>Uses a wider range of vocabulary.</p> <p>Sing familiar rhymes and songs.</p> <p>Talk about stories and build familiarity.</p> <p>Retell favourite stories.</p>	<p>Have an extended conversation with an adult or friend, responding appropriately to what they hear.</p> <p>Uses talk confidently to; share needs, thoughts, ideas, describe, explain, question and answer.</p> <p>Connect ideas using a range of connectives.</p> <p>Uses and demonstrates new vocabulary in daily conversation and different contexts.</p>	<p><b><u>Assessment - ELG: Speaking</u></b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p>



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	<p>Continue to develop pronunciation of sounds (v, s, z, l, sh, ch, j).</p>	<p>Describes events in some detail.</p> <p>Develops social phrases.</p> <p>Sing a large repertoire of rhymes and songs.</p> <p>Retell a familiar story using exact repetition (talk for writing)</p> <p>Retell a story in their own words.</p> <p>Tell their own imaginative story (helicopter stories).</p> <p>Talk about topic related non-fiction and develop a deep</p>	<p>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.</p>
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### Communication and Language Development Progress Model for Knowledge and Skills

		familiarity with new knowledge and vocabulary.  Use the correct tense and plurals the majority of the time.  Continue to develop pronunciation of sounds (r, th, s blends, l blends, r blends).	
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#### Implementation Reception

- Daily phonics sessions - Children are assessed half termly and grouped according to stage of development. Children are then taught the specific skills and phonic knowledge for the current stage they are at following the Read Write Inc programme.
- Daily Story times - Children have quality story times at once a day. Adults select texts both fiction & non fiction to share with children to develop their knowledge and understanding of a range of topics and to promote diversity. These sessions also build children's understanding of topic related vocabulary and provide opportunities for regular book talk about settings, characters, events and children's own experiences.



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### **Communication and Language Development Progress Model for Knowledge and Skills**

- Daily rhyme time - Children sing traditional rhymes and songs.
- Drawing Club - the children are read the story and then it undertake different activities 3 times a week to change the story
- Library session - children get the opportunity to choose a book each week.
- Daily discussions extending knowledge of current topics and children's interests.

#### **Classroom Provision**

- Reading Area (a range of high quality carefully selected books which change over the year, familiar texts give children to opportunity to revisit books shared as a class, storytelling props develop children's ability to retell and create stories).
- Literacy skills are supported in different areas of provision including outside with linked books and mark making materials readily available.
- Language rich environment - staff model, promote and support communication and language.
- Key vocabulary displayed in the classroom and also modelled and promoted by staff.

#### **Additional provision for children identified as 'not on track'**

- Where appropriate SEND needs are identified and referrals to appropriate agencies made.
- Working closely with outside agencies to support individual children - S & L
- The use of writing aids to support pencil hold.
- Time to Talk. Children were identified from language screening.
- Personalised timetable and intervention sessions (fine motor, see and learn, phonics S&L) for specific SEND children.



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