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| **COMMUNICATION AND LANGUAGE:** **SPEAKING** |
| **EXCEEDING**Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| A wider range of vocabulary, so that children can add information, express ideas or explain/ justify actions or events. | * Ensure there is a strong focus on developing vocabulary across all 17 areas of the EYFS curriculum
* Use open-ended questions to encourage children to elaborate on their ideas, actions and experiences
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| How to use their imagination to imagine possibilities and express ideas | * Give lots of opportunities for imaginative play and creative writing linked to different stories and experiences
* Provide exciting resources, including those which require more imagination such as blocks, deconstructed role-play and loose parts
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| How to change language/ non-verbal features depending on the listener/s | * Model and talk about how you might change your voice to talk to younger children, or use hand gestures to express what they want the listener to do or understand. Give children the chance to spend time with their friends in Nursery.
* Give children the opportunities to speak to different people such as visitors and other adults in school
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| **ELG**Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| How to connect ideas or events and add more information to develop narratives and explanation. | * Introduce new vocabulary in the context of play and activities
* Ask open-ended questions to help children to develop narratives or explanations
* Encourage language play through retelling stories, including through role-play and small-world, making up nonsense rhymes and joining in with action songs which require intonation
* Set up collaborative tasks such as construction and food activities; model and encourage the use of associated vocabulary
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| How to use the correct form (past/ present/ future) when talking about events | * Model using the correct form when talking about past, present and future events
* Provide opportunities for children to talk about past, present and future events
* Encourage children to predict what might happen in a story or an activity
* Encourage children to talk about things they did or plan to do with their families
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| That when talking to others, they need to look at them and talk at an appropriate volume so that they can be heard | * Talk about how to be a good speaker
* Talk about speaking at different volumes in different places
* Encourage turn-taking when talking through simple games and circle time
* Provide meaningful opportunities for speaking, e.g. recording a video of them presenting their work, or showing a model they have made to another class and explaining how they created it
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| That they can talk to others to express their needs, wants or ideas | * Give children time to talk about their needs, wants, ideas and interests
* When applicable, model adding words to children’s speech to make full sentences
* Make links between children’s body language and words, e.g. “Your face does look cross. Has something upset you?”
* Use open-ended questions and help children to expand on what they say through questioning
* Encourage the correct use of language through the use of repetitive stories and games which use repetitive language
* Provide opportunities for children whose home language is a language other than English, to use that language
* Give children opportunities to learn about and talk about feelings
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