

HLC Early Years Foundation Stage Curriculum Progressive Areas of Learning



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.

Nursery	Reception
<p>Listening, Attention and Understanding At the end of Nursery, an HLC child will:</p> <ul style="list-style-type: none"> - Talk one at a time when engaging with adults and peers, listening when they are not talking. - Know when they are being asked a direct question and answer with an appropriate response. - Recognise when a response is required during whole class and small group discussions (register, direct questions, call and response etc.). - Understand and begin to ask 'why' questions about topics of interest. - Follow instructions and provide simple responses to demonstrate an understanding of what is being asked of them by their teachers and peers. 	<p>Listening, Attention and Understanding At the end of Reception, an HLC child will:</p> <ul style="list-style-type: none"> - Demonstrate that they are listening to peers and teachers using eye contact, head movement and appropriate responses. - Respond to adults and their peers to either add to the conversation or provide an answer to a posed question. - Add relevant comments to whole class and small group discussions to demonstrate their attention and understanding. - Ask questions about a range of topics (stories, the natural world, different cultures, their immediate environment etc.) in order to clarify their understanding. - Continue a conversation, when talking with teachers and peers, with relevant contributions to demonstrate continual attention and understanding – particularly during play.
<p>Speaking At the end of Nursery, an HLC child will:</p> <ul style="list-style-type: none"> - Talk with others, during their play, about what they are doing whilst following a turn-taking style of conversation. - Talk about previous experiences in and out of school with use of the past form of verbs. - Perform teacher created stories, often influenced by Traditional Tales, which include the use of newly introduced vocabulary. - Use memorabilia and repeated vocabulary in their play, drawn from the range of texts which have been read to them. - Speak in full sentences when expressing their needs or asking and responding to questions. - Greet familiar adults around school and in the classroom and respond to questions which they ask in return. 	<p>Speaking At the end of Reception, an HLC child will:</p> <ul style="list-style-type: none"> - Engage in a meaningful back and forth conversation during play with a peer or teacher where both parties contribute. - Talk in the past tense about what they have enjoyed doing in school and at home, using newly introduced language. - Create and perform helicopter stories which use and embed new vocabulary. - Use vocabulary acquired through a range of texts in their play, particularly during role play with their peers and teachers. - Speak in extended sentences, with the use of conjunctions, when talking about what has happened, what is happening and what will happen. - Communicate with adults around school in a variety of contexts using appropriate language – for example, greeting others, ordering lunch, expressing wants and needs.

	Spring 1 Nursery 1	Spring 2 Nursery 1	Summer 1 Nursery 1	Summer 2 Nursery 1	Autumn 1 Nursery 2	Autumn 2 Nursery 2	Spring 1 Nursery 2	Spring 2 Nursery 2	Summer 1 Nursery 2	Summer 2 Nursery 2
	Nursery	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere	Splish, Splash, Splosh	Getting to Know You	Use Your Imagination	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere
	<ul style="list-style-type: none"> - Respond to their name being called. - Talk about previous experiences. - During teacher created stories join in with repeated refrains. 	<ul style="list-style-type: none"> - Know when they are being spoken to and react to this. - Ask 'why' questions about their play. - When questioned, recall the play they have engaged in. - Greet familiar adults in a friendly way. 	<ul style="list-style-type: none"> - Listen to questions that are asked of them and begin to form responses verbally. - Observe teacher created stories and imitate these through their play. 	<ul style="list-style-type: none"> - Respond to questions posed by peers and teachers, to demonstrate understanding. - Ask 'why' questions about the books which are read to them. - When questioned, talk to their teacher or peers about their play. 	<ul style="list-style-type: none"> - Make comments about their play which may lead to a conversation. - Know when they are being addressed directly and respond appropriately. - When prompted talk about experiences in the immediate past. - Consistently use short phrases when expressing their needs. 	<ul style="list-style-type: none"> - Engage in back-and-forth conversations with a peer or teacher. - Ask 'why' questions about the world around them. - Use a teacher's model when narrating their play. - Engage with and begin to perform teacher created stories. - Respond to questions posed by familiar adults around school. 	<ul style="list-style-type: none"> - Respond appropriately to questions asked, verbally. - Recognise when the teacher is addressing the whole class or an individual. - Follow instructions and provide simple responses to demonstrate their understanding. - Talk about previous experiences in and out of school. - Use short phrases when asking and responding to questions. 	<ul style="list-style-type: none"> - Take part in group discussions where one person talks at a time. - Providing a spoken narrative for their own play. - Perform teacher created stories, which include the use of newly introduced vocabulary. 	<ul style="list-style-type: none"> - Know when they are being asked a direct question and answer with an appropriate response. - Recognise when a response is required during whole class and small group discussions (register, direct questions, call and response etc.). - Talk about previous experiences in and out of school with attempts made to use the past form of verbs. - Speak in full sentences when expressing their needs or asking and responding to questions. 	<ul style="list-style-type: none"> - Take turns when talking with peers and teachers, listening when they are not talking. - Spontaneously ask 'why' questions about things that interest them. - Talk with others, during their play, about what they are doing whilst following a turn-taking style of conversation. - Use new and memorable vocabulary, acquired from a range of stories, when Learning Through Play. - Greet familiar adults around school and in the classroom and respond to questions which they ask in return.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception	Only One You	In my imagination...	Winter Wonderland	Spring has Sprung	Protectors of the Earth
	<ul style="list-style-type: none"> - Know the different ways they can show they are listening and understanding when engaged in conversation. - Demonstrate understanding of what is being discussed by contributing to small-group conversations. - Adapt their own language of past and present tense based on the model of a teacher. - Work alongside a teacher to create and perform helicopter stories. - Talk to a teacher and peers about what has happened, what is happening and what will happen. - Communicate with the lunchtime staff to order their lunch using appropriate language. 	<ul style="list-style-type: none"> - Initially respond to adult led conversations and then continue to share their ideas. - Use a variety of question starters to develop understanding of a specific topic. - During play engage in conversation with peers, having a conversation about their play and other topics. - Imitate a teacher's model of using memorable vocabulary. 	<ul style="list-style-type: none"> - When engaged in a conversation, demonstrate they are listening using different strategies. - Spontaneously offer comments to whole class conversations. - Use a variety of verbs in all three tenses when talking about their play and experiences out of school. - Develop a love for creating and performing helicopter stories which imbed new vocabulary. - Speak in extended sentences, with the use of conjunctions. - Confidently greet and express their wants and needs with an adult around school, using appropriate language. 	<ul style="list-style-type: none"> - Engage in and instigate conversations of interest to them, during play. - Ask questions to develop their understanding of topics which interest them. - Engage in a back-and-forth conversation led by a teacher during play. - Recall and talk about memorable vocabulary. 	<ul style="list-style-type: none"> - Use eye contact, head movement and appropriate responses to show they are listening and understanding. - Add relevant comments to whole class and small group discussions to demonstrate their attention and understanding. - Talk in the past tense about what they have enjoyed doing in school and at home, using newly introduced language. - Create and perform helicopter stories which use and embed new vocabulary. - Speak in extended sentences, with the use of conjunctions, when talking about what has happened, what is happening and what will happen. 	<ul style="list-style-type: none"> - Respond to adults and their peers to either add to the conversation or provide an answer to a posed question. - Ask questions about a range of topics (stories, the natural world, different cultures, their immediate environment etc.) in order to clarify their understanding. - Engage in a meaningful back and forth conversation during play with a peer or teacher where both parties contribute. - Consistently use new and memorable vocabulary, acquired from a range of texts, through imaginative play. - Communicate with adults around school in a variety of contexts using appropriate language.

Communication and Language Early Learning Goals

Listening, Attention and Understanding	Speaking
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.