







## **The LIFE Colchester Hub Primary Curriculum for** **Communication and Language**







### **Subject Intent**

Our Colchester Primary Hub aims to teach children to be skilled communicators. In order to achieve this, we recognise that children need to be able to: listen and attend to what others say, to process what they hear in order to make sense of it, and to be able to articulate their responses to clearly. As it is this curriculum strand that is most key to both accessing learning and making relationships, the teaching of these skills will be woven in to absolutely every interaction we have with our children, in both adult and child led contexts. During adult led sessions, adults will explicitly teach listening skills, modelling them and spotlighting them when they are seen. They will use questioning to establish and scaffold understanding and will model clear speech introducing children to new vocabulary and using it consistently in context. During child led sessions, adults will model these skills through high quality interactions, using the ShREC approach (share attention, respond, expand, conversation) and sustained shared thinking.

**Communication and Language**

Aspect	Key Knowledge Vocabulary	Skills Progression				Rationale		
		 3 and 4 Year olds	 Children in Reception	 Early Learning Goal	 National Curriculum			
<b>Attention and Listening</b>	<p>That in order to listen carefully, we need to look at the person speaking to us and wait until they have finished speaking before we respond</p> <p>Look listen wait turn</p>	<p>Engage in story times Listens carefully to rhymes and songs, paying attention to how they sound.</p> <p>Start a conversation with an adult or a friend</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Learns rhymes, poems and songs</p> <p>Engage in nonfiction books</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Listen to and talk about stories to build familiarity and understanding Responds to what is being read to them by answering questions/offering relevant comments</p> <p>Listens to and talk about non-fiction texts. Answer questions about what has been read to them</p> <p>Listens to others in one-to-one or small groups, when conversation interests them</p>	<p>Retell stories, demonstrating a deep familiarity with the text; some as exact repetition and some in their own words Ask questions to find out more and to check they understand what has been said to them</p> <p>Listens to and develops a deep familiarity with new knowledge and vocabulary in non-fiction texts.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p>	<p>Listens attentively and responds with relevant questions, comments and actions when being read to and have small group discussions (ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</p> <p>Hold conversation when engaged in back and forth exchanges with teacher and peers (ELG)</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Ask relevant questions to extend their understanding and knowledge</p>	<p>The ability to listen and attend is an essential part of the communication chain. When we can listen, we can:</p> <ul style="list-style-type: none"> <li>- Make relationships</li> <li>- acquire new skills</li> <li>- Absorb new information</li> <li>- Extend our vocabularies</li> </ul>

## Communication and Language

Aspect	Key Knowledge Vocabulary	Skills Progression				Rationale		
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Speaking	That we can use talk to: negotiate, collaborate, express our needs and feelings and to share our knowledge and understanding  Develop their vocabulary in a range of contexts	Use longer sentences of four to six words Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	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 (ELG)  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)	Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Speaking is another essential part of the communication chain. It allows children to make and maintain relationships with others, articulate their needs and feelings (essential for self-regulation) and enables them to demonstrate their knowledge in other curriculum areas,
		Can retell a simple past event in correct order (may not always use irregular tenses correctly –eg runned/ran)	Describe events in some detail	Describe events in detail using past tense correctly (eg went instead of 'goed')	Talk about their experiences using past, present and future tenses			
		Has a wide vocabulary (age appropriate according to BPVS)	Learns new vocabulary	Uses new vocabulary in the context it was taught (eg uses the word equal in a maths lesson)	Use new vocabulary in different contexts. (EG uses the word equal when role playing in the home corner)			







