



Overview

Communication and Language comes under the prime area of the Early Years Foundation Stage. The CL syllabus at GEMS Wesgreen International Primary School aims to support students to develop to develop their confidence and skills in expressing themselves, involves giving children opportunities to experience a rich language environment and to speak and listen in a range of situations.

Learning Outcomes

The aims of all subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the CL Syllabus are to encourage and enable students to:

- Develop listening and attention skills
- Listens to others one to one or in small groups when conversation interests them
- Answer and ask questions
- Identifies action words by pointing to the right picture
- Talk about our classroom environment
- Look at a variety of books with a school theme
- Express likes and dislikes
- Encourage signing along with using speech
- Shows interest in play with sounds and songs
- Link statements and sticks to a main theme or intention.
- Holds a conversation jumping from topic to topic
- Listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments
- Able to follow a story
- Listen and responds to ideas expressed by others in conversation or discussion
- Follow instructions involving several ideas or actions
- Listens to stories with increasing attention and recall
- Beginning to use more complex sentences
- Can re-tell a simple past event in correct order
- Understands use of objects

There are objectives that are covered and built upon throughout the year during daily interactions in the classroom and when accessing the continuous provision.

- Enjoy listening to longer stories and can remember much of what happens.

Ongoing Objectives

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Assessment

- **Formative:** Throughout the year, staff will observe children on a daily basis during child-initiated play and adult led interactions. The observations will help inform next steps and planning.