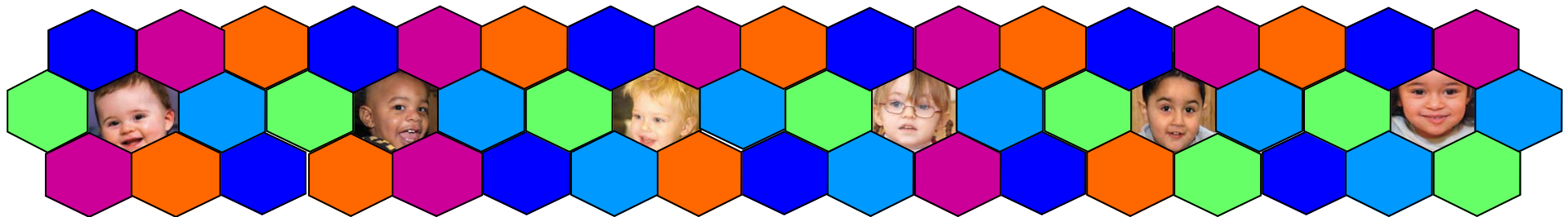


# Overviews of Learning

From the Renewed Framework

## Communication, Language and Literacy



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In order to make sure planning is effective and works for the benefit of children practitioners must ensure that plans are flexible and are adapted in response to children's actions and events as they arise. None of the six areas of learning can be delivered in isolation from the others. They are equally important and depend on each other. These overviews of learning from the renewed primary strategy framework provide additional guidance to support planning for Communication Language and Literacy. All six areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Overviews of Learning	Development Matters - Learning Objectives	FS Aspect	Strands
1	Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.	Language for Communication	Speaking
2	Speak clearly and audibly with confidence and control and show awareness of the listener, for example, the use of convention such as greetings, 'please' and 'thank you'	Language for Communication	Speaking
3	Extend their vocabulary, exploring the meanings and sounds of new words	Language for Communication	Speaking
4	Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems	Language for Communication	Listening and Responding
5	Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions	Language for Communication	Listening and Responding
6	Interact with others, negotiating plans and activities and taking turns in conversation	Language for Communication	Group Discussion and Interaction

7	Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Language for Communication	Group Discussion and Interaction
8	Use language to imagine and recreate roles and experiences	Language for Thinking	Drama
9	Link sounds to letters, naming and sounding the letters of the alphabet	Linking Sounds and Letters	Word Recognition
10	Hear and say sounds in words in the order in which they occur	Linking Sounds and Letters	Word Recognition
11	Recognise common digraphs.  Explore and experiment with sounds, words and texts	Linking Sounds and Letters	Word Recognition  Word Structure, Spelling
12	Use their phonic knowledge to read simple regular words and make plausible attempts at longer or more complex words.  Read a range of familiar and common words and simple sentences independently	Linking Sounds and Letters	Word Recognition
13	Know that print carries meaning and, in English, is read from left to right and top to bottom.  Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.	Writing  Reading	Understand and Interpret Texts  Creating & Shaping Texts  Text Structure & Organisation
14	Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.	Reading	Understand and Interpret Texts  Engage with, Respond to Texts
15	Retell narratives in the correct sequence, drawing on language patterns of	Reading	Understand & Interpret Texts

	stories.		
16	<p>Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Writing</p> <p>Handwriting</p>	<p>Sentence Structure, Punctuation</p> <p>Presentation</p>

Overview 1		Related Early Learning Goals	Possible Contexts
<b>FS Aspect</b>	Language for Communication	<ul style="list-style-type: none"> <li>Recognise numerals 1 to 9 - PSRN</li> <li>Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning (KUW)</li> </ul>	<ul style="list-style-type: none"> <li>Provide a context for encouraging spoken and written language by setting up role-play based on shared experiences.</li> <li>Share stories, rhymes and songs and provide opportunities for children to imagine and recreate experiences both inside and outdoors. Provide props for writing, for example clipboards, labels, sticky notes and charts.</li> <li>Encourage children to share their experiences by using 'small world' play and role-play, sharing photographs and videos, making books, using slide shows on the interactive whiteboard or in a screen saver.</li> <li>Use tools to encourage children to reflect on their learning together.</li> <li>Encourage mark making for a purpose by making clipboards, mark-making tools and word banks available in many areas.</li> </ul>
<b>RF Strand</b>	Speaking		
<p>Development Matters Objective:</p> <ul style="list-style-type: none"> <li>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning</li> </ul>			

<p>Example of adult led activity</p>	<p><b>Context: Role-play supermarket</b></p> <p>Plan a visit to a local supermarket or use an online shop. Model writing a list for shopping, for example fruit for snack time or a picnic. Ask the children for their ideas of what you need to add to the list and discuss the purpose of the list.</p> <p>At the supermarket, help the children to follow the list to buy the shopping. Ask them how they know what is in the boxes. Tell them we could set up a shop like this. Encourage them to notice labels and to copy them through photographs or mark making.</p> <p>Develop a role-play supermarket together: planning what needs to be in the supermarket, collecting, bringing things from home and making things.</p> <p>Show photos etc. Discuss the need for labels in the shop. Notice the detail on the labels: What information do they tell us? What would we want to know? From the collection of photographs of labels and from cereal boxes, etc., encourage children to write their own for adding to their shop.</p>	<p><b>Adult role</b></p> <ul style="list-style-type: none"> <li>• Encourage children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.</li> <li>• Provide opportunities for children to see adults writing and for children to experiment with writing for themselves, for example making labels, signs, notices and lists, and writing phone numbers.</li> <li>• Scaffold children's spoken and written language, recasting sentences, providing models, etc.</li> <li>• Participate alongside children's role-play to model use of language, for example talking with customers, answering the phones.</li> <li>• Extend the play by planning with the children and helping them to record and reflect on experiences through photographs and video.</li> </ul>
<p><b>Opportunities for children to explore and apply</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to imagine and recreate experiences both inside and outdoors, for example: extend large construction blocks by providing a making basket of cloths, tape, string, clothes pegs, etc.; extend a story by making a story trail of objects from a book that can be found by the children and used in their play; encourage children to collect things from one area they may need in another,</li> </ul>	<p><b>Adult role</b></p> <ul style="list-style-type: none"> <li>• Make a language and literacy rich environment. For an audit see Early Reading Audit.</li> <li>• Provide opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and with each other.</li> <li>• Give opportunities for linking language with physical movement in action songs and rhymes, and role-play and practical experiences such as cookery and gardening.</li> <li>• Plan an environment that reflects the importance of language through signs, notices and books.</li> <li>• Provide time and opportunities to develop spoken language through conversations between children and adults, both one to one and in small groups, with particular awareness of, and sensitivity to, the needs of children learning English</li> </ul>

	<p>for example a suitcase of clothes from the home corner to take to their construction caravan; using playdough in a role-play kitchen.</p> <ul style="list-style-type: none"> <li>• Help children to share their experiences by using 'small world' play and role-play, sharing photographs and videos, making books, using slide-shows on the interactive whiteboard or in a screen saver.</li> <li>• Use tools to encourage children to reflect on their learning together, for example children taking photographs themselves to show a model they have made or something they particularly like or a game they were playing with a friend. Share with families.</li> <li>• Share books, rhymes and songs and encourage children to remember while playing, for example use familiar rhymes and parts of stories during play. Encourage mark making for a purpose by making clipboards, mark-making tools and word banks available in many areas. Model uses, for example when children are waiting for a turn, or support them in making a register.</li> </ul>	<p>as an additional language, using their home language when appropriate.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.</li> <li>• Plan opportunities for all children to become aware of languages and writing systems other than English, and communication systems such as signing and Braille.</li> <li>• Provide opportunities for children who use alternative communication systems to develop ways of recording and accessing texts to develop their skills in these methods.</li> <li>• Model pleasure in using spoken and written language, for example using voices of book characters in play, retelling stories, songs and rhymes, through puppetry or objects and listening to tapes together.</li> <li>• Share stories, rhymes and songs and refer to them across children's experiences. Model using the language of books in play.</li> <li>• Provide story and rhyme sacks with books, objects, tapes, CD-ROMs, etc. Model uses and make available for play. Extend into puppetry, 'small world' play or role-play.</li> <li>• Provide an environment that supports individual, small group and large group play, inside and outside, with opportunities for children to be quiet and reflective, for example a rug and tape recorder left on a bench, a cushion for two in a reading area.</li> <li>• Scaffold children's spoken and written language, recasting sentences, providing models, etc.</li> <li>• Participate alongside children's role-play activities to model use of language, for example talking with customers, answering the phones.</li> <li>• Extend dramatic play by planning with the children and helping them to record and reflect on experiences through photographs and video.</li> <li>• Encourage children to retell experiences through 'small world' play, role-play, construction, etc.</li> <li>• Use puppets to talk, discuss and ask questions with children.</li> <li>• Use ICT tools to record, reflect on and extend children's play, for example video the making of a construction and share with the children, noting features of spoken or written language: That was a useful sign to make. Look how Sam knows what you wanted; you told her so clearly.</li> </ul>
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<p><b>Look, Listen and Note</b></p>	<ul style="list-style-type: none"> <li>• Observe how children concentrate on what others say and their responses to what they have heard.</li> <li>• Do they show pleasure in using spoken and written language?</li> <li>• Do they know rhymes and songs off by heart?</li> <li>• Can they make up their own rhymes or alternative versions of favourites using their phonic knowledge?</li> </ul>	<p><b>Assessment Opportunities</b></p> <ul style="list-style-type: none"> <li>• Observe when children listen attentively and with enjoyment, for example to a story.</li> <li>• Are children able to recall in increasing detail, for example by sequencing photographs?</li> <li>• When listening to suggestions or explanations, do children respond appropriately through actions or comments or by asking relevant questions?</li> <li>• Are children often using language rather than action to rehearse and reflect on experiences and to clarify ideas and feelings, for example through 'small world' play?</li> <li>• Observe how children use mark making in play.</li> </ul>
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Overview 2		Related Early Learning Goals	Possible Contexts
<b>FS Aspect</b>	Language for Communication	<ul style="list-style-type: none"> <li>• Have a developing respect for their own cultures and beliefs and those of other people (PSED)</li> <li>• Form good relationships with adults and peers (PSED)</li> <li>• Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously (PSED)</li> <li>• Be confident to try new activities, initiate ideas and speak in a familiar group (PSED)</li> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others (PSED)</li> </ul>	<ul style="list-style-type: none"> <li>• Give children responsibility for taking objects around the setting, for example registers, notes and messages.</li> <li>• In everyday experiences, encourage children to use conventions such as manners at a table.</li> <li>• Engage in role-play, stories, puppetry and plays of shared meaningful experiences.</li> <li>• Encourage children to develop positive relationships with adults and their peers.</li> <li>• Use everyday conversations that are given time and where there are opportunities for developing children's confidence and control over language.</li> <li>• Give children opportunities to speak and listen to each other, for example in circle/group times.</li> <li>• Provide positive models through stories, videos, etc., that can be used as a basis for discussion.</li> </ul>
<b>RF Strand</b>	Speaking		
<b>Development Matters Objectives:</b> <ul style="list-style-type: none"> <li>• Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, 'please' and 'thank you'</li> </ul>			

<p>Example of adult led activity</p>	<p><b>Context: Making books 'All About Me'</b></p> <p>Make an 'All About Me' book about yourself in a thin folder with plastic wallets so it can easily be added to. Use photographs, drawings and small objects. Keep it simple, with not many wallets used. Show/read it to the children, modelling speaking to an audience clearly as you introduce yourself, your name, where you live, if you have children/pets, what you like.</p> <p>Start children off on making a similar book by drawing a picture of themselves or taking a photograph of each other for their first page. Encourage children to share their books with each other, supporting them in telling their name and showing the picture of themselves. They could also introduce themselves on video and play back on a screen or interactive whiteboard; the need for speaking audibly will become apparent.</p> <p>Involve families in taking the book home and helping their children to add pictures and photographs that tell more about themselves. Give children opportunities to continue to share these with each other as the audience, and support moving from simple statements to comments and questioning.</p>	<p><b>Adult role</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other. Develop spoken language through conversations between children and adults, both one to one and in small and large groups, with particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate.</li> <li>• Give importance to both the speaker and listener, modelling an awareness of both positions. Where appropriate, recast sentences, modelling conventions of speech.</li> <li>• Provide opportunities for children who use alternative communication systems to develop communication skills. Support children's communications by incorporating the use of sign and a variety of languages where appropriate.</li> </ul>
<p><b>Opportunities for children to explore and apply</b></p>	<ul style="list-style-type: none"> <li>• Give children responsibility for taking objects around the setting, for example registers, notes and messages. Talk to them about how they greet the person and how they are going to say what they need to say. Let them rehearse.</li> <li>• In everyday experiences, encourage the children to use conventions such as manners at a table. Respond by making it overt how nice it can feel when someone talks like that.</li> <li>• Extend role-play and stories of shared meaningful experiences into short puppet shows and plays for each other. Use photographs or video to capture and retell. Point out how some things helped: It was so nice that</li> </ul>	<p><b>Adult role</b></p> <ul style="list-style-type: none"> <li>• Make a language and literacy rich environment. For an audit see Early Reading Audit.</li> <li>• Provide opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.</li> <li>• Give importance to both the speaker and listener, modelling an awareness of both positions.</li> <li>• Provide time and opportunities to develop spoken language through conversations between children and adults, both one to one and in small groups, with particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate.</li> <li>• Provide consistent adult models throughout the environment.</li> </ul>

