

## Communication and Language

### **Purpose**

At Shanklea Primary school we believe that strong communication and language skills are the foundation for learning, relationships, and future success. This document sets out clear expectations for the development and progression of pupils' communication and language from Early Years through to the end of Key Stage 2.

### **1. Aims**

Our Communication and Language curriculum aims to ensure that all pupils:

- Develop a rich vocabulary and the ability to express themselves clearly and confidently.
- Listen actively and respond appropriately in a range of contexts.
- Build social communication skills to interact effectively with peers and adults.
- Use language as a tool for thinking, reasoning, and problem-solving.
- Develop speech, language and communication skills to support reading, writing, and wider curriculum learning.

### **2. Expectations by Key Stage**

#### **Early Years Foundation Stage (EYFS)**

Linked to EYFS Prime Area: *Communication and Language*

**By the end of EYFS, children should:**

- Listen attentively in a range of situations and respond with relevant comments or questions.
- Follow instructions involving several ideas or actions.
- Express themselves effectively, showing awareness of the listener's needs.
- Use past, present, and future tenses accurately when talking about events.
- Engage in back-and-forth conversations with adults and peers.
- Use new vocabulary through role play, discussion, and storytelling

#### **Key Stage 1 (Years 1-2)**

**By the end of KS1, pupils should:**

- Speak clearly and audibly with confidence and control.
- Participate in discussions, listening to others and taking turns to speak.
- Ask relevant questions to extend understanding and knowledge.
- Use language to imagine and recreate roles and experiences.
- Begin to use more complex sentences to describe, explain and give opinions.
- Retell stories and recount events using appropriate sequencing and vocabulary

## **Key Stage 2 (Years 3–6)**

**By the end of KS2, pupils should:**

- Speak fluently and confidently in a range of contexts, including formal presentations and debates.
- Use appropriate vocabulary and grammar to convey meaning precisely.
- Listen carefully and respond thoughtfully to what others say, building on their ideas.
- Adapt their language and style for different audiences and purposes.
- Participate actively in collaborative conversations, showing respect and turn-taking.
- Demonstrate an increasing command of Standard English in formal contexts.

### **3. Teaching and Learning Approaches**

- Daily opportunities for talk through whole-class discussions, partner talk, role play, and questioning.
- Rich and varied vocabulary explicitly taught and modelled across all subjects.
- High-quality texts and storytelling used to develop listening and comprehension.
- Use of visual aids, sentence stems, and scaffolds to support pupils with additional needs.
- Opportunities for drama, performance, and presentations built into the curriculum.

### **4. Assessment and Monitoring**

- Ongoing formative assessments through observation, questioning, and pupil conferencing.
- EYFS assessed using Development Matters / Early Learning Goals.
- KS1 & KS2 assessed against National Curriculum Spoken Language objectives.
- Targeted interventions provided for pupils with Speech, Language, and Communication Needs (SLCN).

### **5. Roles and Responsibilities**

- **Teachers:** Model high-quality spoken language, provide structured talk opportunities, and plan for progression.
- **Teaching Assistants:** Support language development through targeted interventions and classroom talk.
- **SENCO:** Identify and support pupils with additional language needs.
- **Parents/Carers:** Encourage talk and language-rich activities at home.
- **Pupils:** Engage actively in discussions, listen carefully, and respect others' contributions.

### **6. Inclusion and Equity**

- Language and communication strategies adapted to meet the needs of EAL learners, pupils with SEND, and those requiring additional support.
- Culturally inclusive vocabulary and contexts are integrated into learning to reflect and value all pupils' backgrounds.

## **7. Review**

This document will be reviewed annually to ensure it reflects current best practice, curriculum guidance, and the needs of our school community.