

Communication and Language Home Learning Support

By the end of the academic year, our aim is for children to have mastered the following skills:

Understand how to listen carefully and why listening is important.

- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
 - Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

At the end of the year, teachers will complete the Early Years Profile and assess children against the Early Learning Goals.

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Home Learning Ideas

Bear Hunt

Read the classic picture book (you can find this on YouTube if you do not have a copy). Then go out into the garden or local park and act it out. Go through the long wavy grass and thick oozy mud etc.

Shopping!

Make a pretend shop at home using real tins, fruit & vegetables or anything else you have at home.

Talk lots about the different kinds of food these are. Make price labels for small amounts, using stickers or pieces of paper. Use real money to role-play – taking orders and serving from the shop or being the customer. Model asking and answering questions about the food.

What am I?

Draw pictures of animals and different people (e.g. pirate, baby, queen, police officer) on small pieces of card. Take turns to pick a card and have a go at acting it out for others to guess what or who you are.

Try to do it with no words or noises to begin with, but if nobody can guess correctly – add in some verbal clues.

Hot/cold game

Take turns to hide something in the room (as the other people close their eyes or leave the room). They then need to try to find it. Help them by saying if they are freezing, cold, warm, hot or boiling depending how close they are to the hidden item. Whoever finds it gets to be the 'hider'.

My Grandmother's Basket

The game begins "I went to the shop with my grandmother's shopping basket and I bought..." and the first person states an item. The second person repeats the first item and adds another item and so on.

How many items can you remember?

Teddy tea party

Gather your teddies and a toy tea set or some real cups and plates from your kitchen.

Discuss how many cups and plates you will need and what all of the teddies would like to eat. Role-play the conversation you would have in taking the teddies orders and in talking to them about their day.

I spy!

Play 'I spy with my little eye' either the traditional version with items beginning with different letters or you could simplify it by going for colours or shapes. You can make it even easier by giving clues if needed.

What's in the box?

Decorate a large lidded box. Cut two holes in the side for hands to go through. Place an interesting item in the box and place hands in to feel the item. Encourage to describe the item – its shape, its texture and whether they like how it feels. If necessary, prompt them by asking questions. Encourage them to talk about the item before guessing what it is.

Useful Websites

[PhonicsPlay - Phase 1 Resources](#)

[Phase 1 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

[EYFS. Listening skills - 12: Sound games 1 - BBC Teach](#)

