

MFL

Statutory ELG: Communication and Language

ELG: **Listening, Attention and Understanding**

Children at the expected level of development will:

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.

ELG: **Speaking**

Children at the expected level of development will:

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

Birth to five matters

Listening, Attention

Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

Understanding

Understands a range of complex sentence structures including negatives, plurals and tense markers. Beginning to understand humour, e.g. nonsense rhymes, jokes, Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how

Speaking

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play

Haggonfields' Knowledge Curriculum

- Know that there are special foods associated with countries around the world and know some that are associated with Spain

WellComm Early Years and WellComm Primary toolkits – a complete solution

According to Speech and Language UK, around 10% of children have speech, language and communication needs (SLCN), which can lead to long-term underperformance.

Young children's language develops rapidly, meaning the gap between those with difficulties and their peers widens rapidly, too. That's why early support for young and primary-aged children with SLCN is essential.

WellComm Early Years (6 months – 6 years) and WellComm Primary (6 – 11 years) are two unique speech and language toolkits that offer the complete solution from screening to intervention. Each toolkit includes guided observation that'll help you identify any problems along with the activities you may need to address them.

Traffic light system

The assessment takes 20 minutes per child and their SLCN profile is ready immediately. Our simple traffic light system shows green for 'no intervention needed', amber for 'provide extra support' and red for 'consider referral to an SLT'.

In the EY setting

- Learn new vocabulary and use in context through the day.
- Ask questions to find out more and check understanding of what has been said.
- Articulate ideas and thoughts in well-formed sentences.

Tier 2 Vocabulary

Context appropriate