Bligh Primary
A School with Heart

Journey to becoming and Effective Communicator

Rationale

At Bligh Primary School, we recognise communication and language are foundational to a child's development and well-being. They provide the means to access and engage with the world, enabling children to form meaningful relationships and meet their fundamental human needs. Language is not solely about words; it encompasses choices around how we connect, express ourselves, and interact with others. It serves as the cornerstone of learning, supporting children in articulating their thoughts, emotions, and ideas. Ultimately, communication and language lie at the heart of everything, shaping a child's ability to thrive in their environment and ultimately make positive life **choices**.

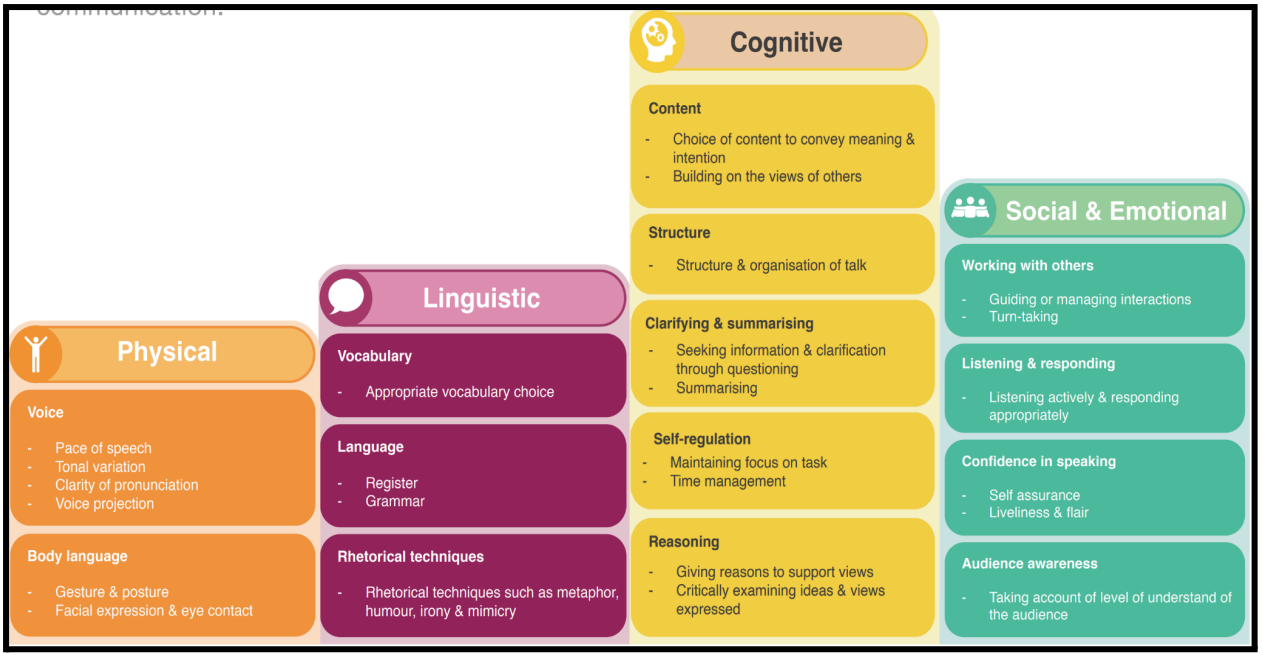
The components



We understand that communication and language is multifaceted, encompassing attention and listening, understanding, and speaking. At Bligh these essential skills are deliberately planned for and explicitly taught, ensuring that every child has the opportunity to develop their ability to express themselves effectively from nursery to year 2.

Research shows that developing vocabulary and modelling language are critical for closing the gap, particularly for children from disadvantaged backgrounds. These skills are planned for via our curriculum and facilitated by Bligh's pedagogical approaches. Skilled adults will develop skills through explicit teaching and implicit opportunities.

Our curriculum for spoken language is informed by the four interrelated aspects outlined in the Voice 21 Oracy Framework. This approach provides a structured foundation to develop effective communication skills, enabling all children to thrive.



Progression of skills see dialogue curriculum track here

Aspects	EYFS	Year 1	Year 2
Physical	• To speak audibly so listeners can hear • To face listener when talking • To form words correctly (as appropriate due to development) • To use gestures to support	• To use appropriate tone of voice for context e.g partner, group, assembly etc • To speak clearly	• To start to use gesture to support talk- e,g listing off ideas on fingers • To use appropriate tone for context. • To build on skills of being a listener - look, wait, repeat
Linguistic	• To be deliberately taught new vocabulary linked to curriculum. • To use talk in play to apply new vocabulary	• To use vocabulary appropriate to topic • To try out new vocabulary and language • To use sentence stems to	• To adopt how they speak to the audience e.g friends, visitor to school etc • To be able to begin to debate others ideas

	• To join phrases with words such as and, so, because • To speak in sentences	support discussion e.g I agree with ….because • To use conjunctions to organise talk - firstly, finally	• To continue to build vocabulary and use in correct context
Cognitive	• To use talk to develop ideas e.g use because • To describe events by talk • To answer questions relevantly	• To offer reasons for their opinions • To ask questions if they haven't understood • To be able to disagree politely • To explain ideas in sequence	• To ask questions to find out more about a subject • To build on others ideas in a discussion • To express their views • To explain their ideas • To make connections between what has been said and their own experiences
Social and emotional	• To take turns in conversation (serve and return) • To listen to what others say • To wait if someone is speaking • To use social phrases - please, thank you, good morning etc	• To listen to others • To be willing to change their mind in discussion • To discuss as a group, without adult support • To join in with performances e.g poems nd rhymes	• To be aware of audience and what might interest them e.g nursery child • To be aware of others who haven't spoken and ask their views • To perform a pre prepared talk, poem etc

Key teaching across the curriculum

EYFS

Teaching	Environment/Experiences
Teach listening skills specifically Teach volume of voice e.g whisper, shout , quiet voice Teach full sentences and turn taking in conversation Sentence stem Planned teaching of key vocabulary Year R - teach talk partners Modelling language and Narrating play Asking questions and answering staying on focus EEF supporting early language	Role Play Story telling / puppets Plan/Do/ Review approach Communication time at snack- lunch etc Reasons to talk - " talk about it" prompts Songs and rhymes involving taking turns e,g copy cat My turn - your turn activities

YEAR 1

Teaching	Environment/Experiences
To teach vocabulary and encourage children to use To teach discussion skills - waiting turn, sharing their thought Sentence stems across subjects to support talk Children taking roles in discussions - hot seats , leader, Modelling and expectation for full sentences, conversation turn taking Teaching of manners and social etiquette Recap skills of being a listener	Communication and collaboration deliberately timetabled Talk about activities Trips and experiences e.g woods, pantomime, assemblies

YEAR 2

Teaching	Environment/Experiences
To review rules of talk partners To teach small group discussion skills To use debating structure" I agree with"	Reasons to talk Planned communication and collaboration across curriculum.

," I think that etc". "I disagree" To teach specific vocabulary for specific contexts. To hold debates/discussions e.g balloon style debate, philosophy for children approaches	Modelling by adults

Intended outcomes

At the end of Nursery a child will be able to:

- Talk in short sentences.
- Understand simple concepts.
- To use new vocabulary
- Hold a back and forth dialogue answering questions
- Stay on a specific topic
- Hold attention for at least 4 minutes
- Turn taking (know when the right time to talk is)
- To be able to wait.
- To initiate a conversation
- Can be understood by any adult.
- To look at who is talking.
- To use some social phrases (please/thank you/)

At the end of Reception a child will be able to:

- Say a short sentence beginning to use the correct grammar. Eg tenses
- Displaying attention skills (Give me 5 - sitting, looking, listening, eye contact)
- Knowing how to get someone's attention appropriately.
- Take turns and pay attention to a conversation.
- Identify what to pay attention to.
- Respond relevantly to questions.
- To use new vocabulary
- Follow instructions carefully.
- Speak appropriately- volume and tone of voice
- Initiate a conversation
- Talk appropriately in different situations.
- To use social phrases (please/thankyou/excuse me/ can I … etc)
-

At the end of Year 1 a child will be able to:

- Say a short sentence correctly using the correct grammar
- Wait their turn in conversation
- Pick out key information when someone is speaking.

- Re-engage themselves when getting distracted.
- Follow instructions without having to use their name.
- To stay on a topic when talking and in sequence
- To use new vocabulary
- To use conjunctions to explain
- Initiate a conversation
- Attention - a minute for their age.
- Give me 5 - attention
- Understand in relation to the context.
- Ask questions if they do not understand
- Begin to talk in small groups
- To begin to build on others thoughts- e.g agree

At the end of Year 2 a child will be able to:

- Hold attention for 15 mins max.
- Show non verbal listening skills eg look, wait, repeat
- Speak in a range of complex sentences always using the correct grammar.
- Initiate a conversation
- Build on other's ideas (debate)
- To use new vocabulary
- Use appropriate tone and expression
- Retrieve e.g Explain what you know, that you didn't know before?
- To express their ideas

Assessment

Assessment will be continuous and across the curriculum and day. It will take into account

- Receptive Language: Evaluate how well children understand instructions, questions, or stories.
- Expressive Language: Assess vocabulary, grammar, sentence structure, and storytelling abilities.
- Speech Clarity and Pronunciation: Monitor articulation and phonological development.
- Social Communication: Assess pragmatic language use, such as turn-taking, initiating conversations, and adapting language to different contexts.

For those children working at age expected for communication and language we will

- Use digital tools to assess and identify areas for development, including language link, speech link, Neli,
- Specific targeted interventions
- Referrals to other professionals and further assessments.
- Pre teaching groups eg EAL children for subject vocab etc