



EARLY DEVELOPMENT PATHWAY LONG TERM PLAN

Communication and Language

| PRIME AREAS | THE NEW EARLY YEARS FRAMEWORK 2021 | | | | CHARACTERISTICS OF EFFECTIVE LEARNING | | |
|----------------|--------------------------------------------|---------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------|-----------------|-----------------------|
| | Personal, Social and Emotional Development | | | | Creating and thinking critically | Active Learning | Playing and exploring |
| | Making Relationships | Sense of Self | | Understanding Emotions | | | |
| | Communication and Language | | | | | | |
| | Listening and Attention | Understanding | | Speaking | | | |
| | Physical Development | | | | | | |
| | Moving and handling | | Health and Self-care | | | | |
| SPECIFIC AREAS | LITERACY Reading Writing | MATHEMATICS | UNDERSTANDING THE WORLD People and Communities The World Technology | EXPRESSIVE ARTS AND DESIGN Creating with materials Being imaginative and expressive | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GENERAL THEMES | ALL ABOUT ME | CELEBRATIONS | ONCE UPON A TIME | BEASTS LARGE AND SMALL | IN THE GARDEN | OUT AND ABOUT |
| COMMUNICATION AND LANGUAGE Celebrate and use some multilingual words in the setting related to languages spoken at home. | <p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.</p> <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling by their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |
| LANGUAGE DEVELOPMENT | <p>Children will develop their attention and listening, understanding, and speaking through:</p> <p>sharing books and simple rhymes</p> <p>exploratory, sensory play e.g. treasure baskets</p> <p>modelling vocabulary in particular related to families, body</p> | <p>Children will develop their attention and listening, understanding, and speaking through:</p> <p>sharing books and simple rhymes</p> <p>exploratory, sensory play e.g. treasure baskets</p> <p>modelling vocabulary in particular related to celebrations, light and colour</p> | <p>Children will develop their attention and listening, understanding, and speaking through:</p> <p>sharing books and simple rhymes</p> <p>exploratory, sensory play e.g. treasure baskets focusing on key words</p> <p>modelling vocabulary in particular related</p> | <p>Children will develop their attention and listening, understanding, and speaking through:</p> <p>sharing books and simple rhymes</p> <p>exploratory, sensory play e.g. treasure baskets focusing on key words</p> <p>modelling vocabulary in particular related</p> | <p>Children will develop their attention and listening, understanding, and speaking through:</p> <p>sharing books and simple rhymes</p> <p>exploratory, sensory play e.g. treasure baskets focusing on key words</p> <p>modelling vocabulary in particular related</p> | <p>Children will develop their attention and listening, understanding, and speaking through:</p> <p>sharing books and simple rhymes</p> <p>exploratory, sensory play e.g. treasure baskets focusing on key words</p> <p>modelling vocabulary in particular related</p> |

| | | | | | | |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| | parts, homes and the weather | | to stories and traditional tales | to animals, past and present Modelling language alongside play with key words and simple sentences. | to plants, growing and change Modelling language alongside play with key words and simple sentences. | to plants, growing and change Modelling language alongside play with key words and simple sentences. |
| Progression Document and SSLUETHs | Our Pens Meadow Progression Document including SSLUETHs statements should be used to set individual targets for each child. This will inform teaching and provision for individuals on the Early Development Pathway. | | | | | |
| Continuous provision | 3 stories or rhymes a day, daily songs. Name prompts and music to cue children into instructions. Supporting and modelling pronunciation and tense through the use of objects of reference and aided language displays Developing sentence length of pupils who are able to use aided language displays independently. Intensive interaction Listening to a range of environmental and instrumental sounds | | | | | |
| VOCABULARY | Use of objects of reference are used to support children initially prior to introducing the ALDs as developmentally appropriate. Trained staff to model language to pupils using aided language displays (ALDs) ALDs will be readily available within the classroom environment to allow for consistent modelling and parental engagement to support communication at home. Makaton to be modelled by trained staff to develop pupils understanding. | | | | | |