Beacon Primary Academy- Communication and Language Supporting Document

Area of Learning	Skill	What we do
Listening, Attention and Understanding	Listening	- Wide range of high-quality diverse texts used to drive thematic approach to learning through lesson time and continuous provision time - Adult modelling of how we listen to others - Routines, structures and transition times - Marvelous Memories
	Attention	- Use of talk partners in all elements of teaching and learning - Adult modelling of how we show attention - Developing conversations- allowing children to have the opportunity to talk and engage in back-and-forth conversations - Use of open-ended questions - Prompting and encouragement through the use of high-quality resources
	Understanding questions and instructions	- Talk partner time- encourage use of speaking to friends - Use of questions- carefully adapted and open questions to suit individual needs - Balance of questions and developing ideas through speaking- pole bridging (ensuring children do not feel put off by constant closed questions) - Feedbacking and sharing ideas with the class to develop confidence - Routines, structures and transition times - Book/song voting station- used daily - Marvelous Memories
Speaking	Rhymes and Songs	- Songs taught through lessons including maths- resources to support songs are available to use through CP - Music and songs to support routines and transition times- calendar song, hello/goodbye song, tidy up song - Access to instruments through CP
	Expressing Self	- Family Pictures - Adult facilitation/modelling use of full sentences - Talk and write time- following children's interests and developing key texts and topics - Retell of stories- story mapping - Working walls display child-initiated writing for children to express themselves and celebrate achievements - Use of talk partners in all elements of teaching and learning - Role play/small world area following themes and children's interests and encouraging imaginative/expressive play

	Vocabulary	- Use of widgets to support CP activities, access to CP resources with labels, writing time and SEN children - Vocab - encouraging new and exciting vocabulary to be used throughout all elements of the provision - supported through use of widgit symbols and actions - Children access widgets independently throughout CP time to support play, learning and child-initiated writing - Use of real photos and objects to support understanding and encourage talk
	Describing Events	- Enrichment activities to promote real life experiences and support C&L - Opportunities to celebrate achievements both in and out of school (show and tell) - Story time- book voting, use of fiction and non-fiction books throughout all areas of CP and daily routine - Thematic approach to CP- giving children opportunity to put what they have learnt from lesson time into CP (supporting confidence and self-esteem) - Floorbooks and learning journeys- memory recall using sticky notes allows for children to go back through what they have learnt and discuss their experiences - Retrieval- use of scaffolds, working walls, widget vocabulary cards, displays, resources, photographs, floor books, learning journeys
	Tenses	- Adult facilitation/modelling use of full sentences - Working alongside the child through focus activities and child-initiated activities - Supporting through day-to-day conversation
SEND		- All of the above - S&L referrals completed and sent - SEND concern forms completed and sent - Adapted EY SEND provision/session time- weekly plans targeting individual next steps - Daily attention bucket sessions - Careful selection of texts