

**CORE SKILL:** To be confident to speak to familiar peers and adults

**Working towards curriculum ambition:** To be able to speak in full sentences.

**Possible sequence of learning:**

- To use non-verbal gestures to communicate e.g. pointing, waving etc.
- To use familiar vocabulary effectively
- To use new vocabulary effectively
- To play alongside other children involved in the same activity
- To communicate with peers during play
- To communicate with a familiar adult during 1-1 conversation
- To join in with discussions in small groups
- To join in with whole class discussion
- To share their ideas both in small group and whole class sessions

**Things adults can do:**

- Develop positive relationships with children where they feel happy to communicate
- Encourage children to share their ideas
- Encourage children to participate in small group and whole class discussions
- Provide opportunities for children to communicate with peers during play e.g. role play areas, small world etc.
- Ensure that children are given time to speak/answer.

**Possible literacy opportunities linked to this activity zone:**

- Stories which contain repeated refrains to encourage children to join in
- Read familiar stories
- Singing nursery rhymes and everyday songs

**Links to statutory framework: ELG: 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.

**Links to MAGIC:**

- **Communication**