

Reception Class: Communication and Language

Intent: 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 the 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. 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 from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Term 1		Term 2	
Books: Songs/rhymes: Vocab:		Books: Songs/rhymes: Vocab:	
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important by promoting and modelling active listening skills (ongoing). Learn new vocab by identifying new vocab before planning activities & (ongoing). Engage in story times through a timetabled story using books that will develop vocab (ongoing, CP). Listen carefully to rhymes and songs, paying attention to how they sound by pausing when reading a story or poem and allowing the children to join and predict the word. In rhyme model noticing how some words sound a bit the same at the end(ongoing, CP) Listen to and talk about stories to build familiarity and understanding through rereading selected stories (ongoing, CP). Engage in non-fiction books through engaging with books that extend their knowledge of the world (ongoing, CP). 	<p>Speaking</p> <ul style="list-style-type: none"> Learn new vocab, using picture cue cards to talk about an object (ongoing). Use new vocabulary through the day through modelling from adults or words and phrases (ongoing, CP). Develop social phrases through adults modelling talk routines throughout the day (ongoing). Engage in story times through a timetabled story using books that will develop vocab (ongoing, CP). Listen to and talk about stories to build familiarity and understanding (ongoing, CP). Retell the story, once they have developed a deep familiarity with the text, some as exact repetition by making books available in the reading corner (ongoing, CP). Listen carefully to rhymes and songs, paying attention to how they sound (ongoing, CP). Use new vocabulary in different contexts but linking fun phrases to familiar stories (ongoing, CP). Learn rhymes, poems and songs by joining in and refrains and learning some verses by heart (ongoing, CP). 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them through answering think aloud questions, including who, where & when questions (ongoing, CP). Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary through making familiar books available in the book corner and at home (ongoing, CP). 	<p>Speaking</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them through challenges from adults such as “Amazing, I need to know more about this...” encouraging the child to share (ongoing, CP). Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary through making familiar books available in the book corner and at home (ongoing, CP).
Term 3		Term 4	
Books: Songs/rhymes: Vocab:		Books: Rhymes/rhymes: Vocab:	
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen by encouraging children to talk about a problem together and to come up with a way to solve it (ongoing, CP). 	<p>Speaking</p> <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences through adults narrating children’s actions & by asking open ended questions (ongoing, CP). Connect one idea or action to another using a range of connectives through adults modelling narrative events and actions and by challenging children to extend their thinking (ongoing). Describe events in some detail through adults modelling deliberate mistakes and children learning it’s important to get things in the right order. Using 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Consolidating terms 1-3 in readiness for ELG’s 	<p>Speaking</p> <ul style="list-style-type: none"> Consolidating terms 1-3 in readiness for ELG’s

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	<p>sequencing words in daily routine & stories (ongoing, CP)</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (ongoing, CP). • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words through making familiar books available to share in book corner & re-telling stories to visitors (ongoing, CP). 		
<p>Term 5 (ELG)</p> <p>Books: Songs/rhymes: Vocab:</p>		<p>Term 6 (ELG)</p> <p>Books: Songs/rhymes: Vocab:</p>	
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. 	<p>Speaking</p> <ul style="list-style-type: none"> • 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, nonfiction, 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. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. 	<p>Speaking</p> <ul style="list-style-type: none"> • 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, nonfiction, 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.