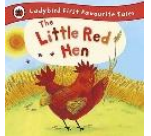
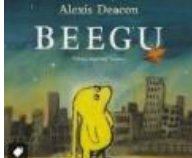
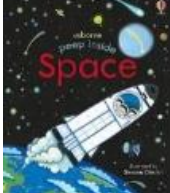
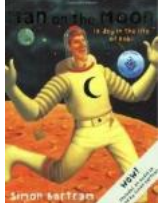
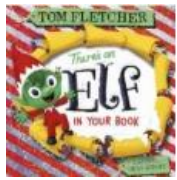
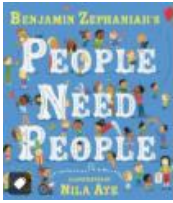
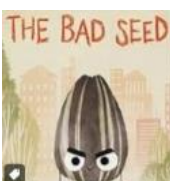
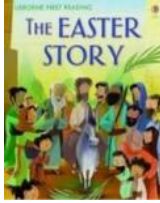
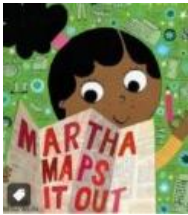
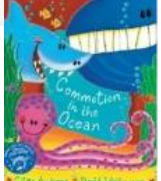
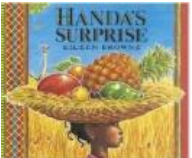


Statutory Guidance from the EYFS Framework for Communication and Language: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number 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, story-telling 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.						
The Reception year provides the foundation for the communication and language skills children will build upon in Year 1.	The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.					
Ongoing Communication and Language skills developed throughout the year.	- Children will continue to learn new vocabulary and its meaning. - Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. - Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	All About Me Family Autumn Harvest Squirrel School	Space Winter Squirrel School	Community	Living and Growing Spring	Pirates	Habitats Summer
Possible Celebrations & Experiences	Starting School Harvest Halloween Autumn Diwali	Black History Month Bonfire Night Remembrance Day Christmas	Valentine's Day Shrove Tuesday	Ramadan World Book Day Mother's Day St Patrick's Day Eid Easter	St George's Day	Father's Day Teddy Bear's Picnic Sports Day
Texts – Fiction and Non-Fiction	   	   	  	   	  	   

Development of Listening skills Intent Vocabulary Implementation	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe - such as cars or stranger danger. Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm. Discussions around listening and safety such as fire alarms, road safety.	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, asking children questions about stories or work they are completing.	Children show good listening skills and can listen to one another, adults and new people with great skill. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.
Development of Attention skills Intent Vocabulary Implementation	Children sit on the carpet and show some attention - this may only be for a short time. Children can pay attention to one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, assembly time, visual and verbal reminders to sit and listen.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks - both guided and independent. Carpet, sitting, listening, joining in, hand up, group, quiet, quietly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children can maintain attention in different contexts. Children show attention to both peers and adults. Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children are developing their attention skills to both listen and continue with an activity. Sitting, listening, joining in, help. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children attend to others in play. Children show good levels of attention during learning tasks. Join in, game, pretend, friend, new, game, different. Carpet time, assembly time, group work, playing in provision - including outside visual and verbal reminders to sit and listen.
Development of Responding skills Intent Vocabulary Implementation	Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'. Carpet, sitting, listening, joining in, hand up, story time, book, reading.	Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting. Carpet, sitting, listening, joining in, hand up, story	Children making predictions about what might happen next in a story. Children discussing both fiction and nonfiction books. Children continuing to build a rapport with friends. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction,	Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Join in, friends, pretend, compromise. Turn taking,	Children keep play going by conversing and extending conversation. Children ask and answer questions Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next.	Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Questions, why, what, when, how, explain, listen, heard, because.

	Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.	time, book, reading, fiction, non-fiction, why, how, questions.	non-fiction, why, how, questions, predict, pretend.	fair, why, how, fiction, non-fiction.	Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer questions.	Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.
Development of Understanding skills Intent Vocabulary Implementation	Children following simple 1 step instructions. Children understanding appropriate 'why' questions. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children simple clear instructions.	Children following clear instructions with 2 parts. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because. Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall. Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions. Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.
Development of Speaking skills Intent Vocabulary Implementation	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play. Sentence, songs, joining in, rhymes, poems, good morning, right, now, pass me, let's get. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration. Conversation, turn taking, why, because, and, cat, hat, good morning how are you. Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense. Pretend this is, ran, fell, why, because, I think, this morning, last night. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories. I think, because, why, when, does, and, because, next, after that, let's try. Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you.	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could. Small world props available daily to allow children to act

	songs and rhymes built up across the year, children playing in provision every day.	to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.	songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.	general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.	out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.
	<u>Short Step Progression Links</u> Enjoy listening to longer stories and can remember much of what happens. (N) Pay attention to more than one thing at a time, which can be difficult. (N) Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." (N) Understand 'why' questions, like: "Why do you think the caterpillar got fat?" (N) Use a wide range of vocabulary. (N) Sing a large repertoire of songs. (N) Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (N) Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. (N) Develop their pronunciation but may have problems saying: (N) - Some sounds: r, j, th, ch and sh - Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	<u>Short Step Progression Links</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe some events in some detail. Use talk to help work out problems and organise thinking and activities, and to	<u>Short Step Progression Links</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe some events in some detail. Use talk to help work out problems and organise thinking and activities, and to	<u>Short Step Progression Links</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with the new knowledge and vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe some events in some detail. Use talk to help work out problems and organise thinking and activities, and to	<u>Short Step Progression Links</u> 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. (ELG) Make comments about what they have heard and ask questions to clarify their understanding. (ELG) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG) 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. (ELG)	<u>Short Step Progression Links</u> 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. (ELG) Make comments about what they have heard and ask questions to clarify their understanding. (ELG) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (ELG) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG) 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. (ELG)

	<i>Use longer sentences of four to six words. (N)</i> <i>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (N)</i> <i>Start a conversation with an adult or a friend and continue it or many turns. (N)</i> <i>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (N)</i>	explain how things work and why they might happen. Develop social phrases.	explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in new contexts.	explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in new contexts.		
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