

Communication and Language - Knowledge and Skills organiser

Nursery	Communication and Language		
	Autumn	Spring	Summer
Knowledge	<p>Make themselves understood and can become frustrated when they cannot.</p> <p>Start to say how they are feeling, using words as well as actions. Develop pretend play.</p> <p>Identify familiar objects and properties for practioner when they are described</p> <p>Pay attention to more than one thing at a time.</p> <p>Sing a large repertoire of songs.</p> <p>Develop their pronunciation but may have problems saying some sounds and multisyllabic words.</p> <p>Listen to simple stories and understand what is happening with the help of pictures.</p>	<p>Start to develop conversation, often jumping from topic to topic.</p> <p>Use the speech sounds p,b,m,w.</p> <p>Understand and act on longer sentences like make teddy jump or find your coat.</p> <p>Understand simple questions about 'who' 'what' and 'where' (but generally not why).</p> <p>Use a wider range of vocabulary</p> <p>Understand a question or instruction that has two parts. Sing a large repertoire of songs.</p> <p>Develop their pronunciation but may have problems saying some sounds and multisyllabic words.</p>	<p>Enjoys listening to longer stories and can remember much of what happens. Understand 'why' questions.</p> <p>Knows many rhymes, be able to talk about familiar books, and able to tell a long story.</p> <p>Develop their communication but many continue to have problems with irregular tenses and plurals.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Start a conversation and continue for many turns.</p> <p>Use talk to organise themselves and their play.</p>
Skills	<p>I can share my thoughts and feelings.</p> <p>I am starting to express my needs and wants.</p> <p>I can focus on more than one thing at a time.</p> <p>I can remember and sing a range of songs.</p> <p>I can listen to stories.</p> <p>I can use pictures and symbols to help me understand.</p> <p>I can engage in pretend play.</p>	<p>I can have a conversation with my peers and teachers.</p> <p>I am starting to understand and use longer sentences.</p> <p>I can understand who, what and where questions.</p> <p>I am developing a wider vocabulary: I am using new words.</p> <p>I can understand a question with 2 parts.</p> <p>I can understand an instruction with 2 parts.</p> <p>I am developing my pronunciation of words.</p>	<p>I can listen to longer stories and recall what is happening.</p> <p>I can understand why questions. I can join in with lots of rhymes and songs. I can talk about a familiar story and share what happens. I can express my views and am able to debate when I disagree with something.</p> <p>I can have a conversation with peers and adults.</p> <p>I can use talk to share my play with others.</p>
Language	Talk, communicate, share ideas, wants, needs, listen carefully, turn take, explain, describe, retell	Question, challenge, debate, compromise, negotiate.	Negotiate, recall, investigate, explain, explore, express ideas, wants and needs.
Opportunities	<p>Circle time - provide children with opportunities to talk within a group and listen to others. Visual timetables</p> <p>Symbols and Makaton to support non-verbal communication.</p> <p>Objects of reference, story sacks. Adult modelling and interaction/</p> <p>Real life experiences. Area symbols and labels</p>	<p>Colourful semantics</p> <p>Key vocabulary with picture symbols</p> <p>Questioning</p> <p>Children's interests mapped out</p> <p>Adult modelling and interaction</p>	<p>Longer stories, story maps, chance to act out a story.</p> <p>Small world props and puppets</p> <p>Real life experiences - theatre trips</p> <p>Trips to the library</p> <p>Adult modelling and interaction</p>

Communication and Language - Knowledge and Skills organiser

Reception	Communication and Language		
	Autumn	Spring	Summer
Knowledge	<p>Pay attention to more than one thing.</p> <p>Understand a question or instruction that has two parts.</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary and use it in different contexts.</p> <p>Use new vocabulary throughout the day.</p> <p>Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs. Develop their communication but may continue to have problems with irregular tenses and plurals.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as repetition and some in their own words.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use new vocabulary in a range of contexts.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>
Skills	<p>I can divert my attention when my name is called.</p> <p>I can listen carefully.</p> <p>I can use social phrases such as good morning...</p> <p>I can listen and join in with songs and rhymes.</p> <p>I can follow a two-step instruction.</p>	<p>I can express my point of view and debate if I disagree.</p> <p>I can use the correct tense.</p> <p>I can ask a question to check my understanding.</p> <p>I can describe events in detail.</p> <p>I can retell a story.</p> <p>I can engage with non-fiction texts.</p>	<p>I can articulate my ideas and thoughts.</p> <p>I can explain how and why.</p> <p>I can use new vocabulary in conversations and play.</p> <p>I can access non-fiction books and share information with others.</p> <p>I can plan and problem solve.</p> <p>I can ask questions to find out more information.</p>
Language	<p>Listen, attention, turn take, share, speak, communicate, instructions, questions, who, what, where, why, how? Retell, sing.</p>	<p>Debate, disagree, explain, question, understand, describe, retell, recall. Non-fiction, information, knowledge.</p>	<p>Problem solve, plan, adapt, question. Explain, describe, investigate, articulate, share, organise, sequence.</p>
Opportunities	<p>Vocabulary prompts, widget symbols.</p> <p>Circle times - group discussions.</p> <p>Adult modelling and interaction.</p>	<p>A range of non-fiction books mapped into our curriculum.</p> <p>Colourful semantics to build longer sentences and connectives.</p>	<p>Circle time discussions, floor books to share class ideas and individual ideas.</p> <p>Curiosity boxes, investigations and opportunity to explore the natural world.</p>