



Communication and Language



Reception

Knowledge and skills

- To understand how to listen carefully and why listening is important
- To learn new vocabulary.
- To engage in story time.
- To listen and talk about stories to build familiarity and understanding.
- To listen carefully to rhymes and songs paying attention to how they sound.
- To learn rhymes , poems and songs.
- To develop social phrases.
- To use new vocabulary through the day.
- I can listen carefully and enjoy listening to and sharing stories with others.
- I can use social phrases such as good morning...
- I can listen and join in with songs and rhymes,
- I am beginning to talk about stories , characters and plots.

Knowledge and skills

- To retell the story, once they have developed deep familiarity with the text, some as exact repetition and some in their own words.
- To use new vocabulary in different contexts.
- To ask questions to find out more and to check they understand what has been said to them.
- To connect one idea or action to another using a range of connectives.
- To engage in non-fiction books.
- I can express my point of view and debate if i disagree.
- I can use the correct tense.
- I can ask a question to check my understanding.
- I can describe events in detail.
- I can retell a story.
- I can engage with non-fiction texts.

Communication and Language- Autumn Term

Opportunities

- Pie Corbett learning loop - Reading spine of high quality texts.
 - Immerse, Imitate, Innovate, Invent.
- Vocabulary rich environments
- New vocabulary planned and displayed - Widgeit symbols and photos to support new vocabulary.
- Baseline screening- to see prior knowledge and starting points.
- High quality interactions, Shrec approach- Adults modelling language and supporting individuals.
- High quality book corners with a range of texts, home readers.

Vocabulary

- Listen, attention, turn take, share, speak, communicate, instructions, questions, who? what? where? when? how? why? . Retell, repeat, sing , perform, poetry, rhymes.
- characters, feelings, predictions, plot, act out, play, Imagine, actions, motives. (Topic specific vocabulary)

Communication and Language- Spring Term

Opportunities

- High quality interactions, adults modelling , rephrasing, expanding thinking and communication.
- Pie Corbett learning loop - Reading spine of high quality texts.
 - Immerse, Imitate, Innovate, Invent.
- Weaving questions and answers into conversations.
- Recapping and revisiting prior vocabulary in a range of contexts.
- Sequencing events, stories, instructions.
- High quality texts to extend knowledge of the world.

Vocabulary

- Explain, question, Debate, disagree, understand, describe, retell, recall, Non-fiction, information, knowledge. past, present, future.
- Who? what? where? why? how? when?
- (Topic specific vocabulary)

Reception



Communication and Language- Summer Term



Knowledge and skills

To articulate their ideas and thoughts in well-formed sentences.
To describe events in some detail.
To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
To listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.
-I can use complete sentences to communicate.
-I can use the correct tense.
-I can use sequencing words to describe an event.
-I can problem solve and share my thinking.

Opportunities

Adults to rephrase and remodel correct tense and complete sentences.
High quality interaction between adults and children and peers.
Share sequencing words in order for children to describe events.
I do - thinking out loud. we do - you do
Opportunity to problem solve.

Vocabulary

Sequence, order, first, next, then, after that, finally.
Problem solve, plan, adapt, question. Explain, describe, investigate, articulate, share, organise, sequence.
Topic specific vocabulary)



Reception End Point

Listening and Attention and Understanding

Children at the expected level of development will:
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.

Communication and Language- Early Learning Goal

Speaking

Children at the expected level of development will:
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.