



Reception Class: Communication and Language

Intent / Education Programme: 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.

Skills & Knowledge

Listening, Attention and Understanding & Speaking

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| <ul style="list-style-type: none"> • Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.” • Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.” • Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.” • Identify new vocabulary before planning activities. • Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. • Discuss which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”. • Have fun saying the word in an exaggerated manner. • Model words and phrases relevant to the area being taught, deliberately and systematically. • Use the vocabulary repeatedly through the week, keep a list of previously taught vocabulary and review it in different contexts. • Think out loud, ask questions to check your understanding; answer who, where and when questions then move on to why and ‘how do you know’ questions. • Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. • Narrate your own and children’s actions: “I’ve never seen so many beautiful bubbles, I can see all the colours of the rainbow in them.” • Build upon their incidental talk: “Your tower is definitely the tallest I’ve seen all week. Do you think you’ll make it any higher?” • Ask open questions - “How did you make that? Why does the wheel move so easily? What will happen if you do that?” • Model accurate irregular grammar such as past tense, plurals, complex sentences: “That’s right: you drank your milk quickly; you were quicker than Darren.” • Narrate events and actions: “I knew it must be cold outside because he was putting on his coat and hat.” • Remind children of previous events: “Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!” • Extend their thinking: “You’ve thought really hard about building your tower, but how will you stop it falling down?” • Timetable a story time at least once a day. • Choose books that will develop their vocabulary. • Display quality books in attractive book corners. • Send home familiar and good-quality books for parents to read aloud and talk about with their children. • Read and re-read selected stories. | <ul style="list-style-type: none"> • Show enjoyment of the story using your voice and manner to make the meaning clear. • Use different voices for the narrator and each character. • Make asides, commenting on what is happening in a story: “That looks dangerous – I’m sure they’re all going to fall off that broom!” • Link events in a story to your own experiences. • Talk about the plot and the main problem in the story. • Identify the main characters in the story, and talk about their feelings, actions and motives. • Use complete sentences in your everyday talk. • Use picture cue cards to talk about an object: “What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?” • Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. • Make time for children to tell each other stories they have heard, or to visitors. • Practise possible conversations between characters. • Make familiar books available for children to share at school and at home. • Have fun with phrases from the story through the day: “I searched for a pencil, but no pencil could be found.” • Explain new vocabulary in the context of story. • Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. • Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.” • In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. • Encourage children to have fun with rhyme, even if their suggestions don’t make complete sense. • Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’. • Select traditional and contemporary poems and rhymes to read aloud to children. • Help children to join in with refrains and learn some verses by heart using call and response. • When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred. • Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. • Select books containing photographs and pictures, for example, places in different weather conditions and seasons. • Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. |
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Development Matters	<p>Listening, Attention and Understanding & Speaking</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
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	<ul style="list-style-type: none"> • Engage in story times. • 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 exact repetition and some in their own words. • Use new vocabulary in different contexts. • 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 new knowledge and vocabulary. 		
Assessment	Listening, Attention and Understanding & Speaking		
	<ul style="list-style-type: none"> • Can listen in a range of situations and respond with relevant and appropriate comments. • Can ask and answer questions to extend their learning. • Using new vocabulary in their daily routine and play to extend and develop their learning. • Can talk confidently, clearly and in an engaged way in a range of situations, to an adult, to peers, in small groups, to the whole class, to a wider audience. 		
Vocabulary – See weekly planning for new vocabulary that is being introduced, staff confident to model new vocab in the ways suggested above.			
Listening, Attention and Understanding, Children at expected level will:	<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. 		
Speaking, Children at expected level will:	<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, 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. 		
Term 1		Term 2	
Listening, Attention and Understanding	Speaking	Listening, Attention and Understanding	Speaking
<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,). • 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,) • Listen to and talk about stories to build familiarity and understanding through rereading selected stories (ongoing,). <p>Engage in non-fiction books through engaging with books that extend their knowledge of the world (ongoing,).</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,). • 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). • Listen to and talk about stories to build familiarity and understanding (ongoing). • 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). • Listen carefully to rhymes and songs, paying attention to how they sound (ongoing,). • Use new vocabulary in different contexts but linking fun phrases to familiar stories (ongoing,). <p>Learn rhymes, poems and songs by joining in and refrains and learning some verses by heart (ongoing).</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,). • 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). 	<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) • 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).



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Term 3		Term 4	
<p style="text-align: center;">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). 	<p style="text-align: center;">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). • 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 sequencing words in daily routine & stories (ongoing) • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (ongoing). • 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). 	<p style="text-align: center;">Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Consolidating terms 1-3 in readiness for ELG’s 	<p style="text-align: center;">Speaking</p> <ul style="list-style-type: none"> • Consolidating terms 1-3 in readiness for ELG’s
Term 5 (ELG)		Term 6 (ELG)	
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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.