



Communication and Language Reception - Long Term Plan

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.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/ Interests of children	CV: Justice Starting School/Map my classroom Autumn Harvest Pumpkins Marvellous me/ Family	CV: Love Woodland animals/ hibernation Christmas Around the World Celebrations Sorting Materials/Recycle	CV: Endurance Winter Polar worlds Journeys Chinese New Year Big School's bird watch	CV: Forgiveness Growing up - babies, generations Health inc. oral health Spring – Seasons, New life Easter	CV: Dignity Life Cycles - butterflies, beans, sunflower Outdoors/Weather Gardening Keeping Healthy	CV: Thankfulness Summer Habitats: Sherwood Forest Vs the Ocean Edwinstowe People who help us
Possible Celebrations & Experiences	Class rules and routines Black History Month	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers Day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Science Wk, Easter	International Museum Day, World Biscuit Day, World Food Safety day	Father's Day , Sports Day, Transition, Assessment Fire service visit
Fab 5 Texts (Themed fiction/non-fiction texts used alongside)						
The Reception Year provides the foundation for communication and language skills children will build upon in year one.	<p>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.</p>					

Communication and Language – Reception Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Ongoing Communication and Language skills developed throughout the year</p>	<ul style="list-style-type: none"> • 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 					
<p>Development of Listening skills</p> <p>Intent To know (how to): Vocabulary Implementation</p>	<p>(Beginning) Listen to other children in their setting. 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.</p>	<p>Listen carefully during carpet times and when being spoken to by my teacher and peers. (Children continue to listen to new stories that are shared with them. Sustaining a longer length of time) 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.</p>	<p>(Children’s listening skills are continuing to develop) Listen 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.</p>	<p>Listen both in and out of school and pay attention to the person talking. When out of school It is important to listen to keep safe – such as cars or Stanger 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.</p>	<p>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.</p>	<p>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.</p>

<p>Development of Attention skills</p> <p>Intent To know (how to): Vocabulary Implementation</p>	<p>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.)</p> <p>Carpet, sitting, listening, joining in, hand up, group. Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>	<p>Pay more attention on the carpet and during guided tasks. Why I need to pay attention.</p> <p>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.</p>	<p>(Children showing a good level of attention and concentration.) Attentive during classroom tasks – both guided and independent.</p> <p>Carpet, sitting, listening, joining in, hand up, group, quiet, quietly. Carpet time, assembly time, provision, visual and verbal reminders to sit and listen.</p>	<p>(Children can maintain attention in different contexts.) Show attention to both peers and adults.</p> <p>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.</p>	<p>Listen while continuing with an activity.</p> <p>Sitting, listening, joining in, help. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.</p>	<p>Attend to others in play. Show good levels of attention during learning tasks.</p> <p>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.</p>
<p>Development of Responding skills</p> <p>Intent To know (how to): Vocabulary Implementation</p>	<p>Join in with story time, rhymes, poems. Respond appropriately when asked e.g. ‘smart sitting on the carpet’.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, 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.</p>	<p>Respond to questions based on a text that has been read. Discuss events in stories and asking questions about these. Respond to other children and the adults in the setting.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions. Asking and encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.</p>	<p>Make predictions about what might happen next in a story. Discuss both fiction and non-fiction books. Build a rapport with friends.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend. Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.</p>	<p>Converse with pupils and adults in the setting during the day and my play. Use talk to resolve conflict, discuss ideas and give reason. Use newly learnt vocabulary in my responses.</p> <p>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction. Children conversing during group work and play times – adults to model and support. Children listening to stories and answering questions.</p>	<p>Keep play going by conversing and extending conversation.</p> <p>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 playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,</p>	<p>Ask questions and for clarification on new knowledge.</p> <p>Explain myself if misunderstood. Questions, why, what, when, how, explain, listen, heard, because. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using ‘because’.</p>
<p>Development of Understanding skills</p> <p>Intent To know (how to): Vocabulary Implementation</p>	<p>Follow simple 1 step instructions. Understand appropriate ‘why’ questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>	<p>Follow clear instructions with 2 parts.</p> <p>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’.</p>	<p>Take turns when speaking and responding to peers and adults with a clear understanding of what has been said.</p> <p>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.</p>	<p>Ask questions to clarify understanding and confirm knowledge. Show a good understanding of texts that have been read through my recall & storytelling.</p> <p>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.</p>	<p>Follow clear instructions with 3 parts. Use new knowledge and vocab in conversation and play. Show an understanding of questions through their talk and actions.</p> <p>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.</p>	<p>Retell a story showing a good understanding. Use a large number of words and new vocabulary in their conversations and during discussions.</p> <p>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.</p>

<p>Development of Speaking skills</p> <p>Intent Vocabulary Implementation</p>	<p>Speak in simple sentences. Say simple rhymes and sing songs and poems. Speak to adults and children in the class, talk to other children during their play.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p> <p>Giving children lots of opportunities 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.</p>	<p>Use expression to communicate meaning. Start conversations and speak to familiar adults. Take turns and tell past events. (Beginning) Recognise and enjoy rhyme and alliteration.</p> <p>Conversation, turn taking, why, because, and, cat, hat, good morning how are you.</p> <p>Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities 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.</p>	<p>Use talk to pretend play. Explain things through speech. Describe things through speech. Talk in the past tense.</p> <p>Pretend this is, ran, fell, why, because, I think, this morning, last night.</p> <p>Giving children lots of opportunities 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, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</p>	<p>Talk to clarify thinking and ideas. Speak in well-formed sentences. Use speech to reason and problem solve.</p> <p>Verbally tell stories.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try.</p> <p>Adults modelling and supporting children to resolve problems, giving children lots of opportunities 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.</p>	<p>Explain how things work, what has happened and why. Solve problems, reasoning with others and fixing friendship issues through speech. Add detail to my sentences.</p> <p>Describe things that have happened in my life to others.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you,</p> <p>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.</p>	<p>Create an imaginary story of my own in play. Speak clearly in well-formed sentences. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults.</p> <p>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could, Small world props available daily to allow children to act 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.</p>
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