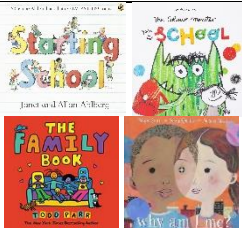
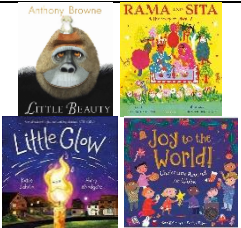


Little Eaton Primary School: Communication and Language Reception - Long Term Plan

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	Starting School Autumn Family People who help us Teddy bears	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch	Growing up - babies, generations Health inc. oral health Spring Easter	Life Cycles - butterflies, frogs, owls Local Area Gardening Animals and their Babies	Summer Hot environments Looking After Our Environment Mermaids / Pirates Seaside
Celebrations & Experiences	Starting School, Halloween, Autumn, Black History Month Bread Making	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, Science Week Safer Internet Day	, Comic Relief, Mother's Day, Pancake Day, World Book Day, Easter	National Storytelling Week Tiger Tea Party Explore Little Eaton	Father's Day Transition, Assessment Chatsworth Visit Fitness Week/ Sports Day
Suggested Texts						
The Reception Year provides the foundation for communication and language skills children will build upon in Year one.	In Y1-6 children continue to build on the oral language skills developed in the Early Years Foundation Stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. <i>National Curriculum, 2014</i>					

Communication and Language - 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>
Ongoing Communication and Language skills developed throughout the year	- Learning new vocabulary and its meaning. - Using new vocabulary in a range of contexts. - Using new vocabulary in conversations and discussions – with teachers and peers. - Learning new rhymes, poems and songs – some of which I can recite.					
Listening skills Intent Vocabulary Implementation	Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. 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.	Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment. 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.	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying. 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.	Understand why listening is important. 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.	Listen to and understand instructions about what they are doing, whilst busy with another 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.	Listen attentively and respond to what they hear with relevant questions, comments, or actions. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.
Attention skills Intent Vocabulary	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay	Beginning to know that maintaining attention in new situations is important. Shift	Maintains attention, concentrates, and sits quietly during appropriate activity	Maintain attention in different contexts, attend to peers and adults that are	Listen and continue with an activity for a short time. Sitting, listening, joining in, help.	Attend to others in play, play co-operatively and can pretend to be someone else talking.

Implementation	attention to more than 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.	attention when required e.g. when given a clear prompt - 'name'. 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.	for a short time in the classroom. 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.	familiar and unfamiliar. 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.	Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Games can be quite elaborate and detailed 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.
Responding skills Intent Vocabulary Implementation	Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. 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.	Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book. 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 –	Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play 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.	Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 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	Keep play going in response to the ideas of others and engage in conversation relevant to play theme. 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,	Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat" Questions, why, what, when, how, explain, listen, heard, because. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.

		modelled to them by adults.		stories and answering questions.		
Understanding skills Intent Vocabulary Implementation	Follow 1 step instructions e.g. put book-bag in drawer. Understand 'why' questions. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children simple clear instructions.	Follow instructions with 2 parts in familiar situations. 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'.	Consider the listener and takes turns to listen and speak in different contexts. 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.	Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition 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.	Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand questions. 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.	Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g. Animals, Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them 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.
Speaking skills Intent Vocabulary Implementation	Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases Use talk to organise	Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in	Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" but may still get confused. Offer explanations for	Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in	Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. "I

	themselves and their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. 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.	talk to link thoughts. Retell a past simple event. Recognise words that rhyme or sound similar Develop social phrases. 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 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.	why things happen. Describe events that happen in their day. 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 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.	stories for teacher scribing. Use simple conjunctions. Use talk to help work out problems and organise thinking and activities. 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 general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	the correct order and some detail. Give some details that they know are important and will influence the listener. Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use language to reason and persuade. I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you, 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.	made a big round pizza with tomato, cheese and ham on top” Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words. 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.
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