

Communication and Language



CL - Listening, Attention and Understanding	Pre-school 1	Pre-school 2	Reception	ELG	Provisions	Links to Y1
1	<p>Listen to others talk with interest.</p> <p>Identify familiar objects.</p> <p>Understand and act on simple instructions e.g. find your coat, wash your hands.</p> <p>Listen to simple stories, using pictures to aid understanding.</p>	<p>Understand a two-part question or instruction.</p> <p>Enjoy listening to longer stories and know what happens.</p> <p>Listens to stories, songs and rhymes and responds by joining in.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen and respond to stories, rhymes, songs and poems.</p> <p>Engage in story times.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions.</p>	<p>Good listener Poster prompts Daily Storytime/ song time Brilliant book boxes</p> <p>Pre-school Circle Time Show and tell Chatter bags Rhyme of the week</p> <p>Reception class Voting for story time Talking time Curiosity cube</p>	<p>Listen and respond appropriately to adults and peers Ask relevant questions Maintain attention and participate actively.</p>
2	<p>Understand and act on simple instructions e.g. get your coat</p> <p>Listen to simple stories using pictures to aid understanding.</p> <p>Understand simple who? What? Where? questions</p>	<p>Understand a two-part question or instruction.</p> <p>Enjoy listening to longer stories and know what happens.</p> <p>Listens to stories, songs and rhymes and responds by joining in.</p>	<p>Listen and respond to stories, rhymes, songs and poems.</p> <p>Ask questions to find out more and check understanding.</p> <p>Engage in story times and non-fiction texts.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Circle Time Show and tell/ talking time Story/ song time</p>	<p>Listen and respond appropriately to adults and peers. Ask relevant questions Maintain attention and participate actively.</p>
3	<p>Start to develop conversational skills with other children and adults.</p>	<p>Can start a conversation and take it in turns.</p>	<p>Develop social phrases.</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Quality back and forth conversations with adults and peers.</p>	<p>Listen and respond appropriately to adults and peers.</p>

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CL- Speaking	Pre-school 1	Pre-school 2	Reception	ELG	Provisions	Links to Y1
1	<p>Start to say how they are feeling using words and actions.</p> <p>Start to develop conversations.</p> <p>Starting to pronounce multi-syllabic words.</p>	<p>Be able to express a point of view.</p> <p>Use talk to organise.</p> <p>Use a wider vocabulary.</p>	<p>Describe some events in detail.</p> <p>Use talk to organise thinking.</p> <p>Use new vocabulary in different contexts.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Word of the Day</p> <p>Pre-school Key group time</p> <p>Reception class Circle time Focus teaching time</p>	<p>Listen and respond appropriately to adults and peers Ask relevant questions Maintain attention and participate actively</p>
2	<p>Start to say how they are feeling using actions and words.</p>	<p>Use talk to organise.</p> <p>Use a wider vocabulary.</p>	<p>Describe events in some detail.</p> <p>Use talk to organise thinking.</p> <p>Listen to and talk about stories, rhymes and non-fiction Engage in non-fiction texts Listen to and talk about non-fiction to develop familiarity and knowledge.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Adults to play alongside, role model, teach directly, raise questions and use appropriate vocabulary linked to key learning.</p>	<p>Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
3	<p>Start to say how they are feeling using talk and actions.</p> <p>Starting to put two or three words together to develop a sentence.</p> <p>Start to use words for time e.g., now/ later and include descriptive words e.g. blue car.</p>	<p>Be able to express a point of view.</p> <p>Develop into speaking in longer 4–6–word sentences.</p> <p>Develop communication (may have problems with irregular tenses and plurals.)</p> <p>Start to use connectives and, because.</p>	<p>Use talk to help work out and problem solve.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in detail (events that have happened, are happening or will happen).</p> <p>Connect ideas or actions using connectives.</p>	<p>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>	<p>See continuous provision planning September 2021.</p>	<p>Give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding.</p>

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