

Communication & Language						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	It's Good To Be Me	Celebrations	Whatever The Weather	Past, Present and Future	Lifecycles	The Next Chapter
Educational 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.					
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Provision to support throughout the year	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings. Learn and practise new vocabulary, listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts.				
	Story/Rhyme time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs. Introduce a 'word of the day' and use new vocabulary at every opportunity.				
	Busy Time (CP)	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.				

Checkpoint	Listening, Attention and Understanding	Speaking
September	Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. Follows simple, routine instruction, e.g. Come to the carpet. Plays a simple, motivating game for a few minutes, e.g. catching a ball.	Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?)
Christmas	Begins to use some active listening skills; face the speaker, body still, paying attention. Follows simple instructions well. E.g. Get a pencil, find your bag. Responds to a peers request (e.g. Can I have the ball?) and replies. Learn (and use) new words from familiar texts. Begins to answer “How” questions, e.g. How did this get broken?	Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. “I like chocolate more than vanilla”, rather “chocolate better” Ask questions when they don’t understand instructions. Uses simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories.
Easter	Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. Ask questions when they don’t know what a word means. Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn’t carry it because it was too heavy”. Begins to answer “Why” questions, perhaps with adult support.	Speaks in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. “This lunch is delicious” or “I need to count back to subtract”. Use newly learnt vocabulary in different contexts. E.g. using the words <i>enormous</i> to describe their tower having read the Enormous Turnip. Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Uses more detail in conversation. Uses speech to organise simple activities (e.g. You go first and I’ll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)
EOY incl. ELG	ELG - 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. ELG - Make comments about what they have heard and ask questions to clarify their understanding ELG - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	ELG - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

		ELG - 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
Those working in Greater Depth may...	Listen attentively and respond during larger group situations, e.g. assembly/Mass. Sustain concentration in more challenging contexts, e.g. following a pictureless book, responding to multi-step instructions Express their views on a topic/storyline with reference to the content. Respond to how/why questions succinctly.	Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice. Explaining and justifying a viewpoint. Use a range of vocabulary in lively and appropriate ways.