

Key Learning in Communication and Language: Reception

Listening and Attention	Understanding	Speaking	Vocabulary	Participating and Performing
<ul style="list-style-type: none"> • Show awareness of how to listen carefully and why listening is important. • Listens with enjoyment to fiction and non-fiction texts, songs, rhymes and poems. • Maintain attention to an adult in a range of situations e.g. listening to a story, small group discussions. • Maintain attention to their peers in a range of situations, e.g. <i>paired talk, guided sessions, play based conversations, circle time games, forest school.</i> 	<ul style="list-style-type: none"> • Understand and follow a simple set of instructions in a range of contexts. • Understand a variety of sentence structures, including <ul style="list-style-type: none"> - negatives, - plurals - tenses. • Understand and respond to <i>what, where, when, who, why, how</i> questions in different contexts, e.g. <i>in response to stories, non-fiction, predictable interests, events and themes.</i> 	<ul style="list-style-type: none"> • Speak clearly in sentences. • Begin to speak in sentences using past, present and future tense when talking about themselves, activities, ideas and events. • Take turns in conversations showing awareness of the listener. • Use the joining words <i>and/because</i> during talk to extend ideas. • Uses talk to clarify thinking and express their ideas and feelings. • Describe events in some detail to peers or adults verbally. • Orally recall events/ narratives in the correct sequence, using their own words and pictures to support. • Ask questions to find out more and to check they understand what has been said to them. • Use talk to explain how things work and why things might happen. • Use language of stories, rhymes and non-fiction to imagine and recreate ideas in different contexts. 	<ul style="list-style-type: none"> • Learn and understand selected new vocabulary. • Use recently introduced vocabulary orally in discussions and conversations. • Develop a deep familiarity with recently introduced vocabulary. • Talk about and discuss familiar events or characters in stories, non-fiction, rhymes and poems using newly taught vocabulary. 	<ul style="list-style-type: none"> • Orally retell as a whole class and in small groups, rhymes and simple stories using strategies such as pictures, actions, small world, props. • Orally retell as a whole class and in small groups a new version of a simple known rhyme or story using pictures, actions, small world, props. • Take part in imaginative roleplay, e.g. <i>linked to a familiar context, in roleplay areas, and by using small world props.</i>
<p>ELG 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>ELG 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, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		