



Reception – Communication and Language

Listening, Attention and Understanding		Speaking				
Early Learning Goal	<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 		<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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 			
	Autumn		Spring		Summer	
Topic	Who am I and where do I live? Let's celebrate!		Around the World Watch me grow!		A journey through time... We're all going on a Summer holiday!	
Core Content						
	Listening, Attention and Understanding	Speaking	Listening, Attention and Understanding	Speaking	Listening, Attention and Understanding	Speaking
	<p>Understand how to listen and why listening is important.</p> <ul style="list-style-type: none"> We listen for enjoyment (stories) We listen so we know what we are doing (instructions) We listen to learn new things (facts) We listen so that we can respond appropriately. (conversation) <p>Know vocabulary of classroom and school. Know we need to make eye-contact in conversation. Listen for and ask meaning of new words. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Speak with others about their needs and wants. Join in with social phrases-responding to adults saying hello. Answering simple 'how are you' questions. Begin to join in with familiar one-to-one and small group conversations. Begin to extend ideas using 'and/because'. Talk about themselves, their likes and dislikes, their families (familiar topics) in a one-to-one and small group situation. Discuss family routines and experiences. Use vocabulary of school, homes, family, bodies, feelings, Autumn, celebrations, Advent, baptism, Diwali, Hannukah.</p>	<p>Show understanding of newly acquired vocabulary in play. Understand the relationship between speaking and listening.</p> <ul style="list-style-type: none"> In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying. <p>With the support of a teacher modelling, begin to understand the difference between a question and a statement, thinking of appropriate questions to ask a visitor. Understand and follow 2-step instructions. Maintain a thread to a discussion/conversation. Engage in non-fiction books.</p>	<p>Use talk partners. Extend answers using a range of connectives:</p> <ul style="list-style-type: none"> and, but, because, so <p>Answer 'why' questions within a small group or whole class situation. Begin to formulate simple questions to ask a visitor. Refine own story telling of narratives. Use sequencing words to give more detail to answers:</p> <ul style="list-style-type: none"> First, after, before, next, <p>Answer 'how' questions within a small group or whole class situation. Use vocabulary of vets, jungle, Africa, growing, Lent, Easter, animals, animal babies, plants, Winter, Arctic, continents, weather, .</p>	<p>Listen without visuals. Show listening behaviours in assembly and church. Listen to others to keep play going with responses. Shows listening by understanding of positional instructions. Understand and follow multi-step instructions. Know we can listen attentively with sustained concentration and this is expected. Show attentive listening in a range of situations – good sitting, good looking (assembly/church). Show understanding of tense – uses past, present and future. Show understanding of newly introduced vocabulary by using to explain ideas.Listen to and talk about</p>	<p>Articulate ideas and thoughts into well-formed sentences. Explains their point of view when disagreeing. Use newly introduced vocabulary in different contexts. Retell stories in detail, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Recite rhymes, poems and songs. Give increasing detail in answers to questions. Express feelings more maturely and express points of view calmly. Perform a variety of songs and rhyme. Hold conversations with both adults and peers on a range of topics familiar to them.</p>



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End Points	Maintain eye contact and track the teacher to show listening. Listen carefully to a story as part of a small group and as part of the whole class. Show you have been listening by joining in with repeated refrains, answering simple questions about plot, character. Understand and follow 1 step instructions.	Begin to explain their observations and why things happen. Use some vocabulary from stories heard when retelling and creating own. Retell a favourite story or make up own simple story, talking about their favourite part in one-to- one and small group situations (puppets/story maps).		Chinese New Year, minibeasts, life cycles and change.	selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Confidently ask questions of others. Use talk to help work out problems, to explain how things work and to explain why they might happen.
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