

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.

Communication and Language – Prime Area

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	<p>Develop listening behaviours and skills.</p> <p>Respond to adults and peers with words or actions.</p> <p>Develop communication that can be understood by others.</p> <p>Talk about themselves and their families.</p> <p>Talk about wants and needs with support.</p>	<p>Communicate own wants and needs.</p> <p>Talk about themselves and their families.</p> <p>Listen and respond to familiar stories.</p> <p>Listen to and follow simple instructions</p> <p>Talk about characters and what they are doing.</p> <p>Talk about what they are doing.</p>	<p>Begin to initiate conversation.</p> <p>Respond to instructions and begin to respond to questions.</p> <p>Begin to use a wide range of vocabulary in the correct context.</p> <p>Talk in short sentences that others can understand.</p> <p>Talk about characters and what they are doing.</p> <p>Talk about what they are doing.</p>	<p>Initiate conversation with adults and peers.</p> <p>Begin to use social phrases.</p> <p>Talk in short sentences that others can understand.</p> <p>Use a wide range of vocabulary in the correct context.</p> <p>Understand an instruction of two parts.</p> <p>Begin to talk about characters and setting.</p> <p>Identify and talk about different parts of a story.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p> <p>Express a point of view when in disagreement, using words as well as actions.</p> <p>Listen to longer stories with enjoyment, remembering much of what happens.</p> <p>Talk clearly in front of others.</p> <p>Begin to use longer sentences.</p>	<p>Maintain eye contact and pay attention when listening.</p> <p>Be confident to speak to an adult and/or another child.</p> <p>Use talk to organise themselves and their play.</p> <p>Express a point of view when in disagreement, using words as well as actions.</p> <p>Listen to longer stories with enjoyment, remembering much of what happens.</p> <p>Talk clearly in front of others.</p> <p>Begin to use longer sentences.</p>	

						<p>Understand and respond to 'why' questions.</p> <p>Answer questions and share opinions using relevant vocabulary.</p> <p>Understand and follow simple instructions.</p>	
Nursery Knowledge	<p>Know some rhymes and sing from memory.</p> <p>Know how to be a good listener.</p> <p>Know some simple repetitive stories and repeat some words and phrases.</p>	<p>Know a range of rhymes and sing from memory.</p> <p>Talk about celebrations at home.</p> <p>Know and talk about some celebrations they have learnt from listening to stories.</p> <p>Know that stories have a beginning, middle and end.</p>	<p>Sing a large repertoire of songs.</p> <p>Know and recall many rhymes.</p> <p>Know and use some new words they have learnt.</p> <p>Know that stories have a beginning, middle and end.</p> <p>Know some familiar stories and be able to recall.</p>	<p>Sing a large repertoire of songs.</p> <p>Know and recall many rhymes.</p> <p>Know and use some new words they have learnt.</p> <p>Know that stories have a beginning, middle and end.</p> <p>Know some familiar stories and be able to retell.</p> <p>Know and use some familiar story language. (Once upon a time/ one day/ one day)</p>	<p>Sing a large repertoire of songs.</p> <p>Know and recall many rhymes.</p> <p>Know some familiar story language and connectives. (Once upon a time/ then/ next)</p> <p>Know alternative words that have the same or similar meaning (angry/ cross/ furious)</p> <p>Know how to recall and retell a story using visual aids and props.</p>	<p>Sing a large repertoire of songs.</p> <p>Know and recall many rhymes.</p> <p>Know some familiar story language and connectives. (Once upon a time/ then/ next)</p> <p>Know alternative words that have the same or similar meaning (angry/ cross/ furious)</p> <p>Know how to recall and retell a story using visual aids and props.</p> <p>Learn and use new vocabulary related to topic.</p>	

Reception							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	Develop active listening behaviours and skills.	Maintain eye contact and pay attention when listening.	Maintain eye contact and pay attention when listening.	Maintain eye contact and pay attention when listening.	Maintain eye contact and pay attention when listening.	Maintain eye contact and pay attention when listening.	<u>Listening, Attention and Understanding</u> 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.
	Talk about themselves and others.	Be confident to speak to an adult and/or another child	Demonstrate active listening behaviours and skills.	Demonstrate active listening behaviours and skills.	Demonstrate active listening behaviours and skills.	Demonstrate active listening behaviours and skills.	Make comments about what they have heard and ask questions to clarify their understanding.
	Be confident to speak to an adult and/or another child.	Respond to an adult or peer with words and sentences	Ask questions to find out more and to check they understand what has been said to them.	Listen attentively and respond to what they hear in small group discussions.	Listen attentively and respond to what they hear in small group discussions.	Demonstrate positive body language and facial expressions during conversations.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Initiate and sustain conversation	Articulate ideas and thoughts in well-formed sentences.	Use connectives to explain and extend ideas.	Articulate ideas and thoughts in well-formed sentences.	Identify the main events and retell familiar stories, songs and rhymes.	Speak in full sentences.	<u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Understand how to listen carefully and explain why listening is important.	Use a range of connectives to connect ideas or actions.	Use talk to explain how things work and why they might happen.	Use a range of connectives to connect ideas or actions.	Use talk to solve problems, organise thinking and activities.	Sustain a conversation of interest with peers and adults.	Offer explanations for why things
		Describe events in some detail.	Use talk to explain how things work and why they might happen.	Describe events in greater detail.	Describe events in greater detail.	Demonstrate positive body language and facial expressions during conversations	Retell a story or event with increasing detail.
	Speak in past and present tense.	Describe events in some detail.	Describe events in greater detail.	Engage on non-fiction books.	Ask and answer why questions.		
		Speak in past and present tense.	Offer ideas to group discussions.	Speak in a range of tenses, including past, present and future.	Speak in a range of tenses, including past, present and future.		
		Speak in past and present tense.	Describe events in greater detail.	Engage on non-fiction books.	Ask and answer why questions.		
		Speak in past and present tense.	Offer ideas to group discussions.	Speak in a range of tenses, including past, present and future.	Speak in a range of tenses, including past, present and future.		
		Speak in past and present tense.	Describe events in greater detail.	Engage on non-fiction books.	Ask and answer why questions.		
		Speak in past and present tense.	Offer ideas to group discussions.	Speak in a range of tenses, including past, present and future.	Speak in a range of tenses, including past, present and future.		

						Speak in a range of tenses, including past, present and future.	might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Reception Knowledge	Know and recall a range of songs and rhymes.	Know some of the ways to show attentive listening.	Know some of the ways to show attentive listening.	Know some of the ways to show attentive listening.	Know some of the ways to show attentive listening.	Know some of the ways to show attentive listening.	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.
	Know and retell a range of familiar stories.	Learn and begin to use new vocabulary.	Learn new rhymes, poems and songs.	Know how to communicate clearly in front of others. (Look at the person, use a clear voice)	Know how to communicate clearly in front of others. (Look at the person, use a clear voice)	Know how to communicate clearly in front of others. (Look at the person, use a clear voice)	
	Know familiar story language and connectives. (Once upon a time/ then/ next)	Know words that rhyme and suggest alternative rhyming words.	Know words that rhyme and suggest alternative rhyming words.	Learn new rhymes, poems and songs.	Recite rhymes, poems and songs from memory.	Recite rhymes, poems and songs from memory.	
		Know alternative words that have the same or similar meaning (angry/ cross/ furious)	Know some connectives to join ideas when talking.	Know words that rhyme and suggest alternative rhyming words.	Know words that rhyme and suggest alternative rhyming words.	Know words that rhyme and suggest alternative rhyming words.	
			Know and use new vocabulary in a range of contexts.	Know some connectives to join ideas when talking.	Use longer sentences using connectives to join ideas when talking.	Use longer sentences using connectives to join ideas when talking.	
			Know alternative words that have the same or similar meaning (angry/ cross/ furious)	Know and use new vocabulary in a range of contexts.	Know and use new vocabulary in a range of contexts.	Know and use new vocabulary in a range of contexts.	
				Know alternative words that have the same or similar meaning (angry/ cross/ furious)	Know alternative words that have the same or similar meaning	Know alternative words that have the same or similar meaning	

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