



Horsley Church of England Primary School: Communication and Language Reception Long Term Plan

Statutory Guidance from the EYFS Framework for Communication and Language: 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, story-telling 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Themes/Interests	Happy to be me (All about Me) Jurassic Park	Jurassic Park Royal Patrons (Queen Victoria & Queen Elizabeth II) Come and Join the Celebration	Under the Sea	Never Eat Shredded Wheat (Geography)	Let’s Play	No Place like Home
Cycle B Themes/Interests	Tell us a story/ Happily ever after Jurassic Park	Jurassic Park Ticket to Ride The Spirit of Christmas	Come fly with me (Arctic Circle)	If you go down into the Woods...	Unity in the Community	Light up the World
Celebrations	Harvest Festival	Bonfire Night Anti-Bullying week Remembrance Advent Christmas	Chinese New Year	Book Week World Book Day Pancake Day Mother’s Day Easter	Pentecost	Father’s Day Sports Day
Cycle A Suggested Texts	Funny Bones Helping Hands Goldilocks Dinosaur Alas Tog and Leftover	Dinosaur Bones Dinosaur Atlas Victorian Children at Work Victorian schools & children Santa Claus A Christmas Carol	Fidgerty Fish The Rainbow Fish Looking at animals in the Ocean	Seasons Winter Weather, Rain and Us The Easter Story	Dogger The Three Little Pigs Suddenly	Tudor Homes Farmer Duck Dilly and Dibs This is the bear

Cycle B Suggested Texts	Snow White and the Seven Dwarfs Cinderella Dinosaur Atlas	Dinosaur Atlas Tog and Leftover Mr. Gumpy's Outing My Christmas Stocking Santa Claus	Classic Poems 1 Rhymes around the World The Polar Bear Son The Arctic	Pinocchio The Tiny Seed Goldilocks and the Three bears	We're going on a bear hunt Not Now Bernard	The Owl who was afraid of the dark Seasons Weather, Sun and Us This is the Bear and the Picnic Lunch
The Reception Year provides the foundation for communication and language skills children will build upon in Year one.	In Y1-6 children continue to build on the oral language skills developed in the Early Years Foundation Stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole. National Curriculum, 2014					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Communication and Language skills developed throughout the year	<ul style="list-style-type: none"> • Learning new vocabulary and its meaning. • Using new vocabulary in a range of contexts. • Using new vocabulary in conversations and discussions – with teachers and peers. • Learning new rhymes, poems and songs – some of which I can recite. 					
Listening Skills Intent Vocabulary Implementation	Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound.	Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment. Listen, reading, wait, looking "eyes on me", join in,	Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think	Understand why listening is important. Listen, wait, turn, carpet time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm.	Listen to and understand instructions about what they are doing, whilst busy with another task. Patient, patience, questions. Carpet time, group work, asking	Listen attentively and respond to what they hear with relevant questions, comments, or actions. Instruction, patient, patience, questions.

	<p>Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme. Kind hands, feet and mouths.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music time and stories shared. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>hand up, question, rhyme, poem. "I wonder .."</p> <p>Collective worship time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music time and stories shared. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>about what they are saying.</p> <p>Thinking time, copy me, reading, wait, patience, storyteller, poem.</p> <p>Collective worship time, carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music time with and stories shared. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>Discussions around listening and safety such as fire alarms, road safety when walking through the village. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>children questions about stories or work they are completing. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>Carpet time, group work, collective worship time, asking children questions and modelling questions. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>
<p>Attention Skills</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more</p>	<p>Beginning to know that maintaining attention in new situations is important. Shift attention when required e.g. when</p>	<p>Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p>	<p>Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</p> <p>Listening, joining in,</p>	<p>Listen and continue with an activity for a short time.</p> <p>Sitting, listening, joining in, help.</p> <p>Carpet time, collective worship</p>	<p>Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can</p>

	<p>than one thing at a time.</p> <p>Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, collective worship time, visual and verbal reminders to sit and listen. "Eyes are looking, ears are listening" .</p> <p>Clapping copy pattern to quieten.</p>	<p>given a clear prompt - 'name'.</p> <p>Carpet, sitting, listening, joining in, hand up, group, P.E, Collective worship.</p> <p>Carpet time, collective worship time, group work, playing in provision, visual and verbal reminders to sit and listen. "Eyes are looking, ears are listening".</p> <p>Clapping copy pattern to quieten.</p>	<p>Listening, joining in, hand up, group, quiet, quietly.</p> <p>Carpet time, collective worship time, group work, playing in provision, visual and verbal reminders to sit and listen. "Eyes are looking, ears are listening" .</p> <p>Clapping copy pattern to quieten.</p>	<p>hand up, group, listen.</p> <p>Carpet time, collective worship time, group work, playing in provision, visual and verbal reminders to sit and listen. "Eyes are looking, ears are listening" .</p> <p>Clapping copy pattern to quieten.</p>	<p>time, group work, playing in provision, visual and verbal reminders to sit and listen.</p> <p>"Eyes are looking, ears are listening.</p> <p>Clapping copy pattern to quieten.</p>	<p>be quite elaborate and detailed.</p> <p>Join in, game, pretend, friend, new, game, different.</p> <p>Carpet time, collective worship time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen. "Eyes are looking, ears are listening" .</p> <p>Clapping copy pattern to quieten.</p>
<p>Responding skills</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond</p>	<p>Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own</p>	<p>Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books.</p>	<p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to</p>	<p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and</p>	<p>Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words</p>

	<p>appropriately when asked e.g. 'smart sitting on the carpet'.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, "Show me, show me".</p> <p>Story time, carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening. Clapping copy pattern to quieten. Use of tambourine to stop children and get them to listen.</p>	<p>experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, "Show me, show me".</p> <p>Asking and encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.</p> <p>Clapping copy pattern to quieten. Use of tambourine to stop children and get them to listen.</p>	<p>Link events in a story to their own experiences.</p> <p>Introduce a storyline into their play.</p> <p>Reading, fiction, non-fiction, why, how, questions, predict, pretend, "Show me, show me".</p> <p>Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.</p> <p>Clapping copy pattern to quieten. Use of tambourine to stop children and get them to listen.</p>	<p>help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, "Show me, show me".</p> <p>Children conversing during group work and play times – adults to model and support.</p> <p>Children listening to stories and answering questions. Clapping copy pattern to quieten. Use of tambourine to stop children and get them to listen.</p>	<p>answer questions.</p> <p>Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next? "Show me, show me".</p> <p>Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question. Clapping copy pattern to quieten. Use of tambourine to stop children and get them to listen.</p>	<p>specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat".</p> <p>Questions, why, what, when, how, explain, listen, heard, because, "Show me, show me".</p> <p>Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'. Clapping copy pattern to quieten. Use of tambourine to stop children and get them to listen.</p>
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<p>Understanding skills</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Follow one step instructions e.g. put book-bag in box. Understand 'why' questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>	<p>Follow instructions with two parts in familiar situations.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.</p>	<p>Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.</p> <p>Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor or police officer questions.</p>	<p>Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding.</p> <p>Retell a story with exact repetition.</p> <p>Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language.</p> <p>Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying,</p>	<p>Carry out a series of three directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand questions.</p> <p>Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.</p> <p>Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its</p>	<p>Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g. Animals,</p> <p>Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them.</p> <p>Book specific vocabulary, animals, man-made, soon, Spring, early, late, square, triangle, circle, soft, hard, smooth.</p>
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				verbally and story mapping.	meaning, ask and answer questions.	Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.
Speaking skills Intent Vocabulary Implementation	<p>Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases Use talk to organise themselves and their play.</p> <p>Sentence, songs, joining in, rhymes, poems, good morning, good afternoon, right, now, pass me, let's get.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions.</p>	<p>Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions intalk to link thoughts. Retell a past simple event. Recognise words that rhyme or sound similar Develop social phrases.</p> <p>Conversation, turn taking, why, because, and, cat, hat, good morning, good afternoon, how are you?</p>	<p>Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" but may still get confused. Offer explanations for why things happen. Describe events that happen in their day.</p> <p>Pretend this is, ran, fell, why, because, I think, this morning, last night.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions.</p>	<p>Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own stories for teacher scribing. Use simple conjunctions. Use talk to help work out problems and organise thinking and activities.</p> <p>I think, because, why, when, does, and, because, next, after that, let's try.</p> <p>Adults modelling and supporting children to resolve</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener. Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use</p>	<p>Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and</p>

	<p>Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, playing, exploring and general discussions. Observations of children, Daily and weekly songs and rhymes built up across the year. Learning about rhyme and listening to words that rhyme and creating their own. Twice weekly Chatterbox opportunities. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>Twice weekly Chatterbox opportunities. Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions. Twice weekly Chatterbox opportunities. Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>language to reason and persuade. I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you. Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations, circle time and stories, encouraging children to articulate their own feelings. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>	<p>articulate their ideas, join phrases with words. Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could. Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily. Explicit teaching of new vocabulary in whole class reading. Circle time and PSHE Derbyshire Matters activities. Rich language environment.</p>
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