

Reception listen to a story as a whole class at least once a day. Teachers regularly share stories with repeated refrains. A new rhyme/song is learned and shared with parents every week initially, and then every 2 weeks from Spring 1. Teachers teach action songs and songs that require replies and turn-taking.

| Wk | Development Matters / ELGs | Learning Outcome | Possible Activities | Vocabulary |
|------|---|--|--|--|
| 1-3 | Baseline Assessments | | | |
| 4-12 | <p><u>Listening and Attention</u></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> | <p>To maintain attention and concentration for lengthening periods.</p> <p>To maintain attention, concentration and sit quietly during appropriate activities.</p> <p>To listen to others and respond appropriately, while engaged in activity for a short period.</p> | <p>Observe children during whole class story time, carpet time, assemblies, group activities, working with others within the areas of Continuous Provision, indoor and outdoor activities etc.</p> <p>Talk to children as they are working in the Continuous Provision. Ask them questions, converse with them and observe whether they can continue with the activity and listen and respond at the same time.</p> | <p>Listen, smart sitting, legs crossed, lips together, silent, quiet, concentrate, talk, respond, answer</p> |
| | <p><u>Understanding</u></p> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> | <p>To respond to instructions involving a two-part sequence.</p> <p>To understand humour.</p> <p>To follow a story without pictures or props.</p> <p>To listen and respond to ideas expressed by others in conversation.</p> | <p>Give children clear directions and help them to deal with those involving more than one action, e.g. “Tidy up and sit on the carpet”.</p> <p>Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.</p> <p>Provide for, initiate and join in with imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.</p> <p>Help children to:</p> <ul style="list-style-type: none"> - identify patterns, e.g. what generally happens to ‘good’ | <p>How, why, instructions, follow, sequence, first, next, then, last, predict, joke, rhyme, funny</p> |

DM statements in non-bold = 40-60 months

Bold = ELG

Purple = Description of ‘exceeding’

| | | | | |
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| | | | <p>and 'wicked' characters at the end of stories</p> <p>- draw conclusions: 'The sky has gone dark. It must be going to rain'</p> <p>- predict: 'It might not grow in there if it is too dark'</p> <p>Share jokes, humorous rhymes and verses and discuss why they are humorous.</p> | |
| <p>Speaking</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> | <p>To extend vocabulary and explore the meaning and sounds of new words.</p> <p>To extend vocabulary by grouping and naming.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise and sequence thinking, ideas, feelings and events.</p> <p>To use talk to clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> | <p>Have regular, planned time to talk about their own experiences e.g. weekend/half term news, share experiences of completing Maths Packs etc.</p> <p>Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?". Teach children to do this during snack time, with the daily helpers handing out the fruit and milk.</p> <p>Plan Circle Time sessions that support children's growing ability to express a wide range of feelings orally.</p> <p>Set up collaborative tasks, for example, construction, food activities or story-making through role-play.</p> <p>Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every. Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.</p> | <p>Speak, talk, clear, clearly, listen, listener, words, sentences, order, sequence, turn-taking, ask, question, answer</p> | |

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| Reception Curriculum - Communication and Language Medium Term Plan | | | | Spring Term |
|--|---|--|---|--|
| Wk | Development Matters / ELGs | Learning Outcome | Possible Activities | Vocabulary |
| 1-12 | <p><u>Listening and Attention</u></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> | <p>To listen attentively in a range of situations.</p> <p>To listen to others and respond appropriately, while engaged in activity for longer periods.</p> <p>To listen to stories and accurately anticipate key events.</p> <p>To listen to stories and respond to questions with relevant comments or actions.</p> <p>To listen to stories and make relevant comments.</p> | <p>Observe children during whole class story time, carpet time, assemblies, group activities, working with others within the areas of Continuous Provision, indoor and outdoor activities etc.</p> <p>Talk to children as they are working in the Continuous Provision. Ask them questions, converse with them and observe whether they can continue with the activity and listen and respond at the same time.</p> <p>Group shared stories.</p> | <p>Listen, listening ears, smart sitting, legs crossed, lips together, silent, quiet, concentrate, talk, respond, answer</p> |
| | <p><u>Understanding</u></p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> | <p>To respond to instructions involving at least a two-part sequence.</p> <p>To understand humour.</p> <p>To follow a story without pictures or props.</p> <p>To listen and respond to ideas expressed by others in conversation.</p> <p>To answer 'how' and 'why' questions about their experiences.</p> <p>To answer 'how' and 'why' questions in response to stories or events.</p> | <p>Give children clear directions and help them to deal with those involving more than two actions, e.g. "Put the cars away, please, then come and wash your hands and get ready for lunch".</p> <p>Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.</p> <p>Help children to:</p> <ul style="list-style-type: none"> - draw conclusions: 'The sky has gone dark. It must be going to rain' - explain effect: 'It sank because it was too heavy' - predict: 'It might not grow in there if it is too dark' - speculate: 'What if the bridge falls down?' | <p>How, why, instructions, follow, sequence, first, next, then, last, predict, joke, rhyme, funny</p> |

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| | | | Regularly ask 'how' and 'why' questions about children's experiences and in response to stories and events. | |
| | <p>Speaking</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> | <p>To extend vocabulary and explore the meaning and sounds of new words.</p> <p>To extend vocabulary by grouping and naming.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To use talk to organise and sequence thinking, ideas, feelings and events.</p> <p>To use talk to clarify thinking, ideas, feelings and events.</p> <p>To develop their own narratives in their play.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> | <p>Discuss new vocabulary, extend vocabulary by teaching new words that have the same/similar meaning.</p> <p>Group words that have the same meaning.</p> <p>Set up collaborative tasks, for example, construction, food activities or story-making through role-play.</p> <p>Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every. Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.</p> <p>Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.</p> <p>Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</p> <p>Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</p> | <p>Speak, talk, clear, clearly, listen, listener, words, sentences, order, sequence, turn-taking, ask, question, answer, past, present, future, explain</p> |

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| Reception Curriculum - Communication and Language Medium Term Plan | | | | Summer Term |
|--|--|---|--|---|
| Wk | Development Matters / ELGs | Learning Outcome | Possible Activities | Vocabulary |
| 1-12 | <p>Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.</p> | <p>To listen attentively in a range of situations.</p> <p>To listen to stories and accurately anticipate key events.</p> <p>To respond to what they hear with relevant comments, questions or actions.</p> <p>To listen to stories and make relevant comments.</p> <p>To listen to others and respond appropriately, while engaged in another activity.</p> <p>To listen to instructions and follow them accurately.</p> <p>To ask for clarification if necessary.</p> <p>To listen attentively with sustained concentration to follow a story without pictures or props.</p> <p>To listen in a larger group.</p> | <p>Observe children during whole class story time, carpet time, assemblies, circle time, group activities, working with others within the areas of Continuous Provision, indoor and outdoor activities etc.</p> <p>Talk to children as they are working in the Continuous Provision. Ask them questions, converse with them and observe whether they can continue with the activity and listen and respond at the same time.</p> <p>Group shared stories.</p> <p>Group guided reading/Reciprocal reading sessions.</p> <p>Follow instructions involving a sequence of actions.</p> <p>Listen to stories without pictures or props in groups or as a whole class and respond appropriately.</p> | <p>Listen, listening ears, smart sitting, legs crossed, lips together, silent, quiet, concentrate, talk, respond, answer, group reading, reciprocal reading and relevant vocabulary</p> |
| | <p>Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</p> | <p>To follow instructions involving several ideas or actions.</p> <p>To answer 'how' and 'why' questions about their experiences.</p> <p>To answer 'how' and 'why' questions in response to stories or events.</p> <p>To listen to stories and express views about events or characters.</p> <p>To listen to stories and answer questions about why things happened.</p> <p>To carry out instructions which contain several parts in a sequence.</p> | <p>Give children clear directions and help them to deal with those involving several ideas or actions, e.g. "Stop and Look. Tidy away where you are working. Get a whiteboard, pen and rubber and come and sit on the carpet".</p> <p>Regularly ask 'how' and 'why' questions about children's experiences and in response to stories and events.</p> <p>Ask a broad range of questions to encourage children to express views about events or characters.</p> <p>Ask children to explain why things happened in stories.</p> | <p>What, where, when, who, how, why, which, characters, events, instructions, follow, sequence, first, next, then, last, predict, joke, rhyme, funny</p> |

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| | | | Write about key characters and events in stories. | |
| | <p>Speaking</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> | <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To develop their own narratives by connecting ideas or events.</p> <p>To develop explanations by connecting ideas or events.</p> <p>To show some awareness of the listener by making changes to language and non-verbal features.</p> <p>To recount experiences and imagine possibilities, often connecting ideas.</p> <p>To use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> | <p>Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every. Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.</p> <p>Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.</p> <p>Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</p> <p>Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</p> | <p>Speak, talk, clear, clearly, listen, listener, words, sentences, order, sequence, turn-taking, ask, question, answer, past, present, future, explain</p> |

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