



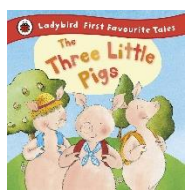
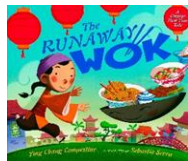
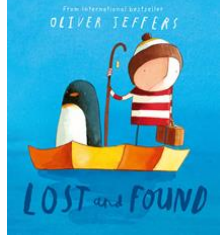
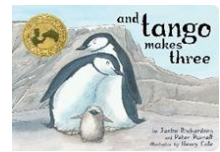
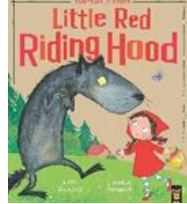
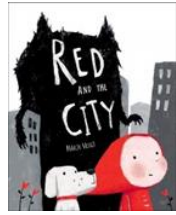

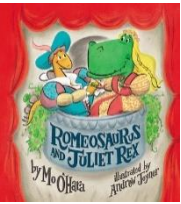


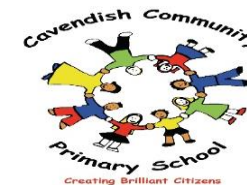
Cavendish Community Primary School

Reception Curriculum Overview for Communication and Language

Educational Programme for Communication and Language	<p>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.</p>					
Planning around a quality text	 	 	 	 	 	 
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Every practitioner should:	<ul style="list-style-type: none"> Work out how developed child's communication and language skills are based on observation and knowledge of typical child development. See appendix 'I can' Assess gaps and provide appropriate opportunities for language development. 					
Ongoing Communication and Language skills developed throughout the year	<p>Learning new vocabulary and its meaning. Using new vocabulary in a range of contexts. Using new vocabulary and sentence types in conversations and discussions – with teachers and peers. Learning new rhymes, poems and songs – some of which I can recite.</p>					
Sentence types	Declarative, interrogative, imperative, exclamatory. See appendix 'Building a talker'					
Communication and Language: Listening, Attention and Understanding/Speaking	<p>-connect one idea or action to another using a range of connectives including 'and'</p> <p>- engage in story times, developing vocabulary</p> <p>-use new vocabulary in different contexts</p> <p>- listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>- join in with whole class activities and concentrate for the duration.</p>	<p>-ask questions when instructions are not understood</p> <p>-use vocabulary linked to new learning in science, maths, music</p> <p>-offer ideas in small group contexts</p> <p>-use full sentences to express complete ideas</p> <p>-speak in whole class situations</p> <p>- answer 'how' questions</p> <p>-learn rhymes, poems and songs</p>	<p>-conduct a simple back and forth conversation, paying attention to peer/adult and responding appropriately</p> <p>-show attentive listening skills at input times e.g during phonics and quick to act on instruction</p> <p>-ask questions when don't know what a word means</p>	<p>-ask questions to find out more and check understanding of what was said, in a variety of contexts</p> <p>-listen to and talk about stories to build familiarity and understanding</p> <p>-use complete sentences in my everyday talk</p> <p>-offer small explanations that demonstrate my understanding on a topic/theme/story</p>	<p>-use speech to organise simple activities and problems/conflicts</p> <p>-articulate my ideas and thoughts in well-formed sentences</p> <p>-use recently modelled language independently, across everyday contexts and all areas of learning</p>	<p>-listen to and talk about selected non-fiction, developing a deeper familiarity with new knowledge and language</p> <p>-describe events in some detail, understanding that it is important to get things in the right order using sequencing words</p> <p>-retell a story, once developed a deep familiarity with the text, using some exact repetition and some of my own words</p>

	<p>-follow a routine instruction (put your book away, sit on the carpet)</p> <p>-respond to a peer's request and reply.</p> <p>-listen carefully and understand why listening is important</p> <p>-develop social phrases</p>		<p>-discuss which category a word is in for example, 'A cabbage is a vegetable. It's a bit like a sprout but much bigger.'</p> <p>-use non-fiction books to extend knowledge of the world and illustrate a current topic/theme'</p>	<p>-answer why questions</p>		
Communication and Language expectations	<p>Listening, Attention and Understanding ELG Children at the expected level of development will: • 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> <p>Speaking ELG Children at the expected level of development will: • 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.</p>					
The Reception Year provides the foundation for communication and	<p>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,</p>					



language skills children will build upon in Year one.	<p>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.</p> <p><i>National Curriculum, 2014</i></p>
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