



# Westleigh Methodist Primary School

## Reception Communication and Language

### LTP Progression of Skills and Knowledge

**With God, all things are possible – Matthew 19:26**

**Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice**



**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.

Development of Listening skills	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Ongoing Communication and Language skills developed throughout the year</b>	<ul style="list-style-type: none"> <li>Children will continue to learn new vocabulary and its meaning.</li> <li>Children will continue to use new vocabulary in conversations and discussions – with teachers and peers.</li> <li>Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory</li> </ul>					
Intent	Children are beginning to listen to other children in the classroom. They listen during story time and show an interest in the books being read.	Children are listening more on the carpet and when being spoken to by their teacher and peers. Children continue to listen to new stories that are shared with them.	Children’s listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger.	Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task.	Children show good listening skills and can listen to one another, adults and new people with great skill.
Vocabulary	Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.	Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.	Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.	Listen, wait, turn, caret time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm.	Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.	Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.
Implementation	<ul style="list-style-type: none"> <li>Inspire and transition sessions</li> <li>Carpet time with verbal and visual reminders to listen to others</li> </ul>	<ul style="list-style-type: none"> <li>Assembly time</li> <li>Carpet time with verbal and visual reminders to listen to others</li> </ul>	<ul style="list-style-type: none"> <li>Assembly time</li> <li>Carpet time with verbal and visual reminders to listen to others</li> </ul>	<ul style="list-style-type: none"> <li>Discussions around listening and safety such as fire alarms, road safety.</li> <li>Key Person activities</li> </ul>	<ul style="list-style-type: none"> <li>Assembly time</li> <li>Carpet time</li> <li>Group work</li> <li>Asking children questions about stories</li> </ul>	<ul style="list-style-type: none"> <li>Assembly time</li> <li>Carpet time</li> <li>Group work</li> <li>Asking children questions and modelling questions.</li> </ul>

	<ul style="list-style-type: none"> <li>Daily and weekly songs, rhymes, music and stories shared</li> <li>Key Person activities</li> <li>Wesley Bear Weekend Diary</li> <li>WellComm activities</li> <li>Keys to Communication</li> <li>ELKLAN strategies</li> </ul>	<ul style="list-style-type: none"> <li>Daily and weekly songs, rhymes, music and stories shared</li> <li>Key Person activities</li> <li>Wesley Bear Weekend Diary</li> <li>WellComm activities</li> <li>Keys to Communication</li> <li>ELKLAN strategies</li> </ul>	<ul style="list-style-type: none"> <li>Daily and weekly songs, rhymes, music and stories shared</li> <li>Key Person activities</li> <li>Wesley Bear Weekend Diary</li> <li>WellComm activities</li> <li>Keys to Communication</li> <li>ELKLAN strategies</li> </ul>	<ul style="list-style-type: none"> <li>Wesley Bear Weekend Diary</li> <li>WellComm activities</li> <li>Keys to Communication</li> <li>ELKLAN strategies</li> </ul>	<p>or work they are completing.</p> <ul style="list-style-type: none"> <li>Key Person activities</li> <li>Wesley Bear Weekend Diary</li> <li>WellComm activities</li> <li>Keys to Communication</li> <li>ELKLAN strategies</li> </ul>	<ul style="list-style-type: none"> <li>Key Person activities</li> <li>Wesley Bear Weekend Diary</li> <li>WellComm activities</li> <li>Keys to Communication</li> <li>ELKLAN strategies</li> </ul>
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Development of Attention skills	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Intent</b>	Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time.	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent.	Children can maintain attention in different contexts. Children show attention to both peers and adults.	Children are developing their attention skills to both listen and continue with an activity.	Children attend to others in play. Children show good levels of attention during learning tasks.
<b>Vocabulary</b>	Carpet, sitting, listening, joining in, hand up, group.	Carpet, sitting, listening, joining in, hand up, group, P.E, Assembly.	Carpet, sitting, listening, joining in, hand up, group, quiet, quietly.	Carpet, sitting, listening, joining in, hand up, group, listen.	Sitting, listening, joining in, help.	Join in, game, pretend, friend, new, game, different.
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Carpet time</li> <li>Visual and verbal reminders to sit and listen</li> <li>Exploring in the provision</li> </ul>	<ul style="list-style-type: none"> <li>Carpet time</li> <li>Assembly time</li> <li>Group work</li> <li>Exploring in the provision</li> <li>Visual and verbal reminders to sit and listen.</li> </ul>	<ul style="list-style-type: none"> <li>Carpet time</li> <li>Assembly time</li> <li>Group work</li> <li>Exploring in the provision</li> <li>Visual and verbal reminders to sit and listen.</li> </ul>	<ul style="list-style-type: none"> <li>Carpet time</li> <li>Assembly time</li> <li>Group work</li> <li>Exploring in the provision</li> <li>Visual and verbal reminders to sit and listen.</li> </ul>	<ul style="list-style-type: none"> <li>Carpet time</li> <li>Assembly time</li> <li>Group work</li> <li>Exploring in the provision- indoors and outdoors</li> <li>Visual and verbal reminders to sit and listen.</li> </ul>	<ul style="list-style-type: none"> <li>Carpet time</li> <li>Assembly time</li> <li>Group work</li> <li>Exploring in the provision-indoors and outdoors</li> <li>Visual and verbal reminders to sit and listen.</li> </ul>

Development of Responding skills	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Intent</b>	Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'. 'show me 5'	Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting.	Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends.	Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses.	Children keep play going by conversing and extending conversation. Children ask and answer questions	Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood.

<b>Vocabulary</b>	Carpet, sitting, listening, joining in, hand up, story time, book, reading, Eyes looking, ears listening, mouth quiet, hands still, legs crossed	Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions.	Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend.	Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction.	Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next.	Questions, why, what, when, how, explain, listen, heard, because.
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Story time</li> <li>• Carpet time</li> <li>• Asking children to join in with stories, rhymes and making predictions about texts</li> <li>• Verbal and pictorial reminders for sitting and listening.</li> <li>• Model and praise efficient responding</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and encouraging children to answer questions about texts</li> <li>• Children conversing and responding during play – modelled to them by adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and encouraging children to answer questions about texts – making predictions</li> <li>• Children conversing and responding during play – modelled to them by adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Children conversing during group work and play times – adults to model and support</li> <li>• Children listening to stories and answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Children playing in provision with support of adults in regards to conversing if needed</li> <li>• Children encouraged to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.</li> </ul>

<b>Development of Understanding skills</b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Intent</b>	Children following simple 1 step instructions. Children understanding appropriate 'why' questions.	Children following clear instructions with 2 parts.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.
<b>Vocabulary</b>	Instruction, telling, listen, follow, why, question, explain, because.	Instruction, telling, listen, follow, why, question, explain, because.	Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.	Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language.	Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because.	Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Asking and encouraging children to answer why questions</li> <li>• Giving children simple clear instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and encouraging children to answer why questions</li> <li>• Giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling conversations with children and staff</li> <li>• Giving children opportunities to talk with new people e.g. asking somebody questions about a job role.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling asking and answering questions</li> <li>• Asking children questions in a variety of situations</li> <li>• Retelling stories as a class through puppets, role playing, verbally and story mapping.</li> </ul>	<ul style="list-style-type: none"> <li>• Give children multiple instructions to follow verbally</li> <li>• Explore a variety of texts together and their features</li> <li>• Discussions around vocabulary and its meaning</li> <li>• Ask and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling retelling stories in a variety of means</li> <li>• Model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</li> </ul>

<b>Development of Speaking skills</b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Intent</b>	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.
<b>Vocabulary</b>	Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, let's get	Conversation, turn taking, why, because, and, cat, hat, good morning how are you	Pretend this is, ran, fell, why, because, I think, this morning, last night.	I think, because, why, when, does, and, because, next, after that, let's try.	I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you,	Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions</li> </ul>	<ul style="list-style-type: none"> <li>Adults modelling the use of intonation and exploring expression during guided reading sessions</li> <li>Giving children lots of opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions</li> </ul>	<ul style="list-style-type: none"> <li>Adults modelling and supporting children to resolve problems</li> <li>Giving children lots of opportunities to talk during carpet time, group tasks,</li> </ul>	<ul style="list-style-type: none"> <li>Adults guiding children to solve their problems</li> <li>Sequencing stories pictorially and verbally as a class</li> </ul>	<ul style="list-style-type: none"> <li>Small world props available daily to allow children to act out stories</li> <li>Support from adults to use the correct</li> </ul>

	<ul style="list-style-type: none"> <li>• Observations of children</li> <li>• Daily and weekly songs and rhymes built up across the year</li> <li>• Children exploring the provision every day.</li> </ul>	<ul style="list-style-type: none"> <li>• talk during carpet time, group tasks, playing, and general discussions</li> <li>• Observations of children</li> <li>• Daily and weekly songs and rhymes built up across the year</li> <li>• Children exploring in the provision every day.</li> <li>• Learning about rhyme and listening to words that rhyme and creating their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of children</li> <li>• Daily and weekly songs and rhymes built up across the year</li> <li>• Children exploring in provision every day</li> <li>• Adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• playing, and general discussions</li> <li>• Observations of children</li> <li>• Daily and weekly songs and rhymes built up across the year</li> <li>• Children exploring in provision every day.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing feelings through conversations and stories</li> <li>• Encouraging children to articulate their own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• tense and speak in full sentences</li> <li>• Conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.</li> </ul>
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<p><b>Early Learning Goals</b></p>	<p><b><u>Listening, Attention and Understanding</u></b>  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><b><u>Speaking</u></b>  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>
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<p><b>The Reception Year provides the foundation for communication and language skills children will build upon in Year one.</b></p>	<p>The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.  Spoken language underpins the development of reading and writing.  The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.  Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.  Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.  Pupils should also be taught to understand and use the conventions for discussion and debate.  All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.  Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.  Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum.</p>
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