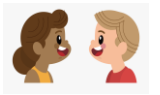


# Communication and Language Long Term Plan



Communication and Language					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Listening, Attention and Understanding</u></b></p> <ul style="list-style-type: none"> <li>*Understand a question or instruction that has two parts.</li> <li>*Understand 'why' questions when involved in discussions about stories.</li> <li>*Understand how to listen carefully and why listening is important - modelling good listening, circle time activities.</li> <li>*Learn new vocabulary - through new routines, school surroundings and resources.</li> <li>*Begin to engage in story time - joining in with repeated refrains, vote for book of the week, comments about stories in reading area.</li> <li>*Listen to and begin to talk about stories to build familiarity and understanding - reading sessions, circle time and story time.</li> <li>*Listen carefully to rhymes and songs and begin to pay attention to how they sound - learning nursery rhymes.</li> </ul>		<p><b><u>Listening, Attention and Understanding</u></b></p> <ul style="list-style-type: none"> <li>*Listen carefully to and learn rhymes, poems and songs.</li> <li>*Listen to and talk about stories with increasing attention, demonstrated through good understanding.</li> <li>*Increasingly engage in non-fiction books and learn new vocabulary linked e.g. non fiction texts - label, caption, contents, photo.</li> <li>*Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</li> <li>*Learn and use new vocabulary.</li> </ul>		<p><b><u>Listening, Attention and Understanding</u></b></p> <ul style="list-style-type: none"> <li>*Sustain listening when involved in a range of scenarios e.g. whole class, group.</li> <li>* Listen to a selection of fiction, non fiction, rhymes and poems with increasing attention and understanding.</li> <li>* Respond appropriately to what has been heard - questions, comment, action.</li> <li>* Continue to learn new vocabulary linked to topics.</li> <li>* Confidently engage in story time.</li> </ul>	
<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>*Use new vocabulary throughout the day - through new routines, school surroundings and resources.</li> <li>*Begin to ask questions to find out more and to check they understand what has been said to them.</li> <li>*Begin to articulate their ideas and thoughts in well-formed sentence.</li> <li>*Begin to connect one idea or action to another e.g. because, and.</li> <li>*Begin to describe events in some detail - sharing of ideas about families and past experiences.</li> <li>*Develop social phrases e.g. good morning, good afternoon, thank you, please can I have..?</li> <li>*Begin to retell a simple story using some</li> </ul>		<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>*Use new vocabulary in different contexts.</li> <li>*Ask questions to find out more and to check they understand what has been said to them - how and why questions.</li> <li>*Articulate their ideas &amp; thoughts in well-formed sentences.</li> <li>*Connect one idea or action to another using a range of connectives e.g. because, and, then, so.</li> <li>*Describe events in some detail using some sequencing vocabulary (before, after, yesterday) - sharing of holiday and weekend experiences.</li> <li>*Use talk to help work out problems, organise thinking &amp; activities explain how things work/why</li> </ul>		<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>*Articulate their thoughts and ideas in clear full sentences when involved in a range of talking opportunities e.g. class, group, pair.</li> <li>*Confidently use new vocabulary when talking to others.</li> <li>* Confidently engage with stories, non fiction and rhymes, making appropriate comments about.</li> </ul>	

vocabulary learnt from the story.

things happen.

\*Develop and use social phrases with confidence

e.g. I am sorry, Please can you pass me...?

\*Retell a simple story that they are familiar with.

### COMMUNICATION AND LANGUAGE EARLY LEARNING GOALS

#### Listening, Attention and Understanding

• 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.

#### Speaking

• 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.