



<p>Educational Programme for Communication and Language:</p> <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>	<p>Listening, Attention and Understanding Early Learning Goal:</p> <ul style="list-style-type: none"> • 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>Speaking Early Learning Goal:</p> <ul style="list-style-type: none"> • 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>Progression towards the ELG:</p>	<p>Characteristics of learning:</p>
<p>On-going objectives:</p> <ul style="list-style-type: none"> • Learns new vocabulary • Uses new vocabulary through the day 	<p>On going focus on:</p> <p>Play and Exploring Bring their own interests and fascinations into early years settings. This helps them to develop their learning</p>



<ul style="list-style-type: none"> • Is developing social phrases 	<p>Respond to new experiences that we bring to their attention.</p> <p>Active Learning Participate in routines. Keep on trying when things are difficult.</p> <p>Creating and Thinking Critically Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p>By the end of the Summer Term Reception children should be able to:</p> <ul style="list-style-type: none"> • 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. • 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>Four guiding principles should shape practice in our setting. These are:</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. • importance of learning and development. Children develop and learn at different rates.



By the end of the Spring Term Reception children should be able to:

- Listens carefully to rhymes and songs, paying attention to how they sound
- Learns rhymes, poems and songs
- Engages in non-fiction books
- Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Is able to articulate his/her ideas and thoughts in well-formed sentences
- Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen
- Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words
- Uses new vocabulary in different contexts

Playing and Exploring

Plan and think ahead about how they will explore or play with objects.

Active Learning

Show goal-directed behaviour.
Begin to correct their mistakes themselves.

Creating and Thinking Critically

Review their progress as they try to achieve a goal. Check how well they are doing.
Solve real problems.
Use pretend play to think beyond the 'here and now' and to understand another perspective.

By the end of the Autumn Term Reception children should be able to:

- Understands how to listen carefully and why listening is important
- Engages in story times
- Listens to and talk about stories to build familiarity and understanding
- Asks questions to find out more and to check he/she understands what has been said to him/her
- Is beginning to articulate his/her ideas and thoughts in well-formed sentences
- Can connect one idea or action to another using a range of connectives
- Is able to describe events in some detail

Playing and Exploring

Make independent choices.

Active Learning

Begin to predict sequences because they know routines.

Creating and Thinking Critically

Sort materials
Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Key Vocabulary:



Vocabulary, words, sentence, speech, speak, past, present, future, how, why, when, where, who, meaning, narrative, organise, sequence, clarify, question