 FPS Reception Communication and Language Progression

An overview, taken from FPS Medium term planning, to show progression within each area of 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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Vocabulary (Specific Tier 2)Other curriculum plans also have specific vocabulary highlighted |
| F1 Tier 2 Vocabulary  | DentistDisappearDustyGentleAutumnHealthyAmazingChimneyBurst | MorningAfternoonChillyLeafMuddyWinterSneakySteepStripedThickTicket | TouchBendRoughFlatBumpy RoughSlipperyRoundSilkyGlowHalfMeltFreezingCostumeRescue | SinkSlideSniffSoapySparkleSpringCaterpillarForest | FarmerFluffyPondSpottedStareGloomyGrinMaskPainPretendScratch | RaceSummerWarmWiggleBasketCaveCrashDelightedWorried Double EnormousGiantMountainFilthyRoar |
| Reception Tier 2 Vocabulary  | AdventureAnnoyBelieveDeliciousDemolishDirectionNervous | CalmConnectEvening FactoryFreshShiver | BoiledGreedyGrumpyLuxuryPaleSimilar | ReflectScarShelterTremble | DozenNatureNibbleTransportationGravity Zigzag | TimidAdditionalVanishWarnWealthyWhisperWonder |
| **Weekly Opportunities for C and L:*** Show and Tell Monday
* Tapestry photos – show and talk
* Chatty Box
* Vocabulary maths and specific topic vocab
* Family box Friday
* Home corner role play and topic based role play area
 |
| Listening, Attention and Understanding |
| **Role of adult:*** Model good listening skills, look at the child and show that you are interested in what they are saying by smiling and nodding
* Model and teach waiting to speak and not interrupting their friends, adults
* To use visual aids to show what a good listener looks like
* Give them time to speak and listen to each other in quiet situations, small groups
* All curriculum plans include specific vocabulary to be taught
* To model and encourage Talk Partners to listen and talk to each other.
* Children to listen carefully to their Talk Partner and retell what their partner has told them.
* Check new vocab has been understood through questioning and quiz games
* To have high expectations of listening in larger groups
* To give children the opportunity to work in different groups, pairs and one to one with adult
 |
| **Continuous provision**:* Provision allows opportunities for children to listen and respond to each other e.g. home corner, role play and small world play
* Story telling opportunities e.g. small world play, puppet theatre
* Variety of reading material available e.g. rhymes, story books, non-fiction books, comics
* Give opportunity to talk about / ask and answer questions about books
* CD player to listen to stories, songs, rhymes
* Timetabled sessions and quieter spaces provide opportunities for communication
* Variety of more challenging reading materials
* Giving opportunities to develop deeper learning using vocab taught in topic in their role –play
* Modelling good listening during role-play and small world play
 |
| F1 Benchmark (December, March, June)*What we would expect our children to achieve by each point* | * Concentrate for slightly longer periods (3 mins)
* Join in with rhymes and songs by making sounds and by moving body.
* Respond to adults making sounds and moving their bodies
* Respond to my own name
* Match objects to names and will bring favourite toy when asked.
* Respond to very simple requests especially when shown first by an adult.
* Anticipate actions and sounds from an action toy.
* Explore objects using senses.
* Understand more simple questions and instructions. E.g.'Where is your shoe?' and 'Show me your nose’.
* Identify own friends.
* Operate some ICT or mechanical toys
 | * Concentrate for slightly longer periods (6 mins)
* Identify characters and actions in my favourite books.
* Respond to two requests.
* Question or instruction that has two parts, such as: “Get your coat and wait at the door”.
* Start to respond to simple questions.
* Start to identify objects according to simple properties.
* Initiate some actions in play that are familiar from home.
* Understand between 200 and 500 words.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
* Focus on adults as they read or sing, responding with sounds and movements.
* Enjoy listening to longer stories and can remember much of what happens
 | * Turn my head and focus on adults and friends as I speak and play, responding to comments.
* Listen to and follow directions.
* Remember and join in with rhymes and familiar stories.
* Find the right tool for a job.
* Follow instructions using prepositions.
* Respond to a string of requests one after another (not quickly).
* Ask and respond to ‘why’ questions.
* Follow a story with props and pictures.
* Show interest in the lives of other people or events.
* See some similarities and differences between people.
* Operate a CD player or MP3 player and show understanding of the remote controls.
* Show interest in other technological items
 |
| Reception Benchmark (December, March, June)*What we would expect our children to achieve by each point* | * Turn to listen to my friends or my teacher.
* Listen to and then follow an instruction.
* Remember and join in with rhymes and stories I like.
* Follow instructions using prepositions.
* Respond to a string of requests one after another (not quickly)
* Ask and respond to ‘why’ questions.
* Follow a story with props and pictures.
* Show interest in the lives of other people or events.
* See some similarities and differences between people.
* Operate a CD player or MP3 player and show understanding of the remote controls.
* Show interest in other technological items.
* Find the right tool for a job.
 | * Listen to a whole story and comment on what is happening.
* Ask questions about my favourite books.
* Choose a book or game that might be different from my friends and tell you why.
* Play and listen to my friends at the same time.
* Understand how to listen carefully and why listening is important.
* Engage in storytimes.
* Listen to and talk about stories to build familiarity and understanding.
* Listen carefully to rhymes and songs, paying attention to how they sound.
* Learn rhymes, poems and songs.
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
* Respond quickly to a series of instructions.
* Laugh at funny rhymes and jokes.
* Remember key points from a story told without props or pictures.
* Have a conversation and I can respond to other children’s opinions.
* Talk about family routines and special occasions.
* Understand and complete a simple program on a computer.
* Engage wtih non-fiction books.
 | * Understand and can explain why, in relation to the other ELG e.g. UTW, PSE, Literacy, EAD
* Hold a conversation with other children and teachers/other staff in school who I might not know as well

**ELG; Listening, Attention and Understanding** **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.**
 |
| Speaking |
| **Role of adult:*** All curriculum plans include specific vocabulary to be taught
* Reading spine books, nursery rhyme spine and other language rich resources read/sang at least daily to children
* Visual cue or action used to support children to learn and remember new vocabulary.
* Model words and phrases relevant to the area being taught, deliberately and systematically.
* Use the vocabulary repeatedly through the week.
* Keep a list of previously taught vocabulary and review it in different contexts.
* Give opportunity to talk about / ask and answer questions about books
* Narrate own and children’s actions
* Model talk routines through the day: Good morning, What is the weather today, today is…..
* Model story- telling
* Tune in to child’s interest, having a conversation with children about their play, what they have noticed, repeat and extend what the child has said to develop language
 |
| **Continuous provision**:* Language rich environment
* Provision allows opportunities for children to listen and respond to each other eg home corner, role play
* Story telling opportunities eg small world play, puppet theatre
* Variety of reading material available eg rhymes, story books, non-fiction books, comics
* Timetabled sessions and quieter spaces provide opportunities for communication, story- telling and sharing stories
* Talking rules established
* Linked activities to book read to allow children to practise and consolidate vocabulary and narrative structures
 |
| F1 Benchmark (December, March, June)*What we would expect our children to achieve by each point* | * Copy sounds and words like ‘all gone’.
* Make requests using two words.
* Use everyday words to talk about people I know.
* Copy sounds and words a lot.
* Use 50 or more single words. These will also become more recognisable to others.
* Start to put short sentences together with 2-3 words, such as ‘more juice’ or ‘bye nanny’
 | * Express feelings, desires and needs.
* Begin to hold a conversation.
* Remember and use new words; vocabulary increases rapidly.
* Can ask questions and can respond to questions using simple sentences.
* Play make-believe game
* Sing a large repertoire of songs.
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
* May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
* Use longer sentences of four to six words.
* Start a conversation with an adult or a friend and continue it for many turns.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
 | * Start to link simple sentences.
* Explain in simple sentences what happened and what might happen.
* Use tense, intonation and rhythm to enhance meaning.
* Use vocabulary to express imaginary events in play.
* Engage in imaginary role play sometimes building stories around toys and objects.

Questions to ask;* Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?
* Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.
* Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?
* Can the child answer simple ‘why’ questions?
 |
| Reception Benchmark (December, March, June)*What we would expect our children to achieve by each point* | * Learn new vocabulary (linked to work list and vocab in stories taught)
* Start to link simple sentences (using and)
* Explain in simple sentences, including ordering, stating what happened and what might happen.
* Use tense, intonation and rhythm to enhance meaning.
* Use vocabulary to express imaginary events in play.
* Engage in imaginary role play sometimes building stories around toys and objects.
* Speak confidently to teachers and peers in small group situations
 | * Start to link simple sentences (using and, but, because)
* Explore new vocabulary, sounds and intonation.
* Use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults.
* Play alongside other children engaged in the same type of imaginary play.
* Use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went‘)
* Explain why things might happen and offer a reasons for it.
* Speak confidently to teachers and peers in larger group situations
 | * Use the past, present and future tense mostly accurately.
* Speak confidently to unknown adults and in a large group situation e.g. assembly

**ELG: Speaking** **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.**
 |