



Communication and Language Overview		
	Listening, Attention and Understanding	Speaking
Nursery 2	<ul style="list-style-type: none"> • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Make themselves understood and can become frustrated when they cannot. • Listen to simple stories and understand what is happening, with the help of the pictures. • Listen to other people's talk with interest, but can easily be distracted by other things. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> • Use the speech sounds p, b, m, w. • Are usually still learning to pronounce: • - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic.
Nursery 3/4	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • 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. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • 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."
Reception	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<ul style="list-style-type: none"> • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	ELG: Listening, Attention and Understanding <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. 	ELG: Speaking <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 tense and making use of conjunctions, with modelling and support from their teacher.





Listening, Attention and Understanding			
	Autumn	Spring	Summer
Nursery 2	<ul style="list-style-type: none"> Identify familiar objects and properties for practitioners when they are described. Will listen to a short story read by an adult but can be easily distracted 	<ul style="list-style-type: none"> Understand and act on longer sentences e.g.: 'build big tower' or 'knock down tower'. Identify familiar objects and properties when described with a two-part phrase e.g.: 'green dinosaur', 'tall cup' Recall parts of the story and join in repeated phrases 	<ul style="list-style-type: none"> Can say and understand words for time e.g.: 'now' and 'later'. Can say and understand words for function e.g: can tell you a trowel is used for digging. Can say and understand words for space e.g.: 'over there'. Understands some vocabulary related to size e.g.: 'Can you find the big fish?' Listen to a short story read by an adult and ask questions about the book.
Nursery 3/4	<ul style="list-style-type: none"> Be able to talk about familiar books: <ul style="list-style-type: none"> Sit and listen to a story Answer simple question about what they have heard Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <ul style="list-style-type: none"> Suggest how a story might end Join in repeated refrains from stories Make simple predictions. Retell a familiar story. Use vocabulary in their play, that reflects their experiences of books. 	<ul style="list-style-type: none"> Understand 'why' questions ("Why do you think the caterpillar got so fat?") Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Reception	<ul style="list-style-type: none"> Engage in story times Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understand how to listen carefully and why listening is important. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and check they understand what has been said. Make simple predictions about what will happen next when reading or listening to a text Answer why and how stories about a text Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about stories to build familiarity and understanding.-Link events in a story to their own experiences.
Year 1	<p>In the English National Curriculum in Spoken Language, pupils will be taught to:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 		





Speaking			
	Autumn	Spring	Summer
Nursery 2	<ul style="list-style-type: none"> Can link two words together to describe e.g.: 'green apple' Start to answer simple questions about a text e.g.: 'where is the pear?' Develop pretend play related to text 	<ul style="list-style-type: none"> Answer questions about the text including 'who', 'what', and 'where'. Retell a story with the aid of simple pictures and props. Develop pretend play e.g.: 'sleeping in mummy bear's bed' Develop a wider range of vocabulary including opposites. 	<ul style="list-style-type: none"> Can link up to 5 words together. Develop vocabulary beyond everyday language, this may be based on the following prompts: <ul style="list-style-type: none"> Class texts Special visits or events Topic work Describing actions.
Nursery 3/4	<ul style="list-style-type: none"> Speak in simple sentences Develop their communication but may continue to have problems with irregular tenses and plurals. Use a wider range of vocabulary. 	<ul style="list-style-type: none"> Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use longer sentences of four to six words. Develop their communication, to talk about a past event but may continue to have problems with irregular tenses Use a wider range of vocabulary. Use vocabulary in their play, that reflects their experiences of books. Sing a large repertoire of songs. 	<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.
Reception	<ul style="list-style-type: none"> Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Use new vocabulary through the day. 	<ul style="list-style-type: none"> Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Understand and use new vocabulary introduced through non-fiction texts and stories Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Learn and use new vocabulary
Year 1	<p>In the English National Curriculum in Spoken Language, pupils will be taught to:</p> <ul style="list-style-type: none"> Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. 		

