



Communication and Language Long Term Plan 2021

Communication and Language in EYFS	
<p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning</p> <p>These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <p>In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.</p>	
EYFS Communication and Language Education Programme (Statutory)	
<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.</p> <p>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>	
EYFS Communication and Language Skills (Development Matters – Non Statutory)	
Listening, Attention and Understanding	Speaking
<ul style="list-style-type: none"> Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.” Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.” Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.” Identify new vocabulary before planning activities, for example, changes in materials: ‘dissolving’, ‘drying’, and ‘evaporating’; in music: ‘percussion’, ‘tambourine’. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. 	<ul style="list-style-type: none"> Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children’s actions: “I’ve never seen so many beautiful bubbles; I can see all the colours of the rainbow in them.” Build upon their incidental talk: “Your tower is definitely the tallest I’ve seen all week. Do you think you’ll make it any higher?” Suggestion: ask open questions - “How did you make that? Why does the wheel move so easily? What will happen if

- Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".
- Have fun saying the word in an exaggerated manner.
- Use picture cue cards to talk about an object: "What colour is it?"
- Where would you find it? What shape is it? What does it smell like?
- What does it look like? What does it feel like? What does it sound like?
- What does it taste like?"
- Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"
- Use the vocabulary repeatedly through the week.
- Keep a list of previously taught vocabulary and review it in different contexts.
- Show genuine interest in knowing more: "This looks amazing; I need to know more about this."
- Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."

you do that?"

- Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."
- Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."
- Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"
- Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"

Development Matters (Non Statutory)

- 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.

ELG – Listening, Attention and Understanding (Statutory)

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

ELG – Speaking (Statutory)

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.

Year 1 National Curriculum

Whole School Spoken Language Yrs 1 - 6

Pupils should be taught to:

- 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
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Year 1 National Curriculum

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Opportunities to develop Communication and Language (in addition to every day practice, e.g. modelling full sentences and encouraging the children to use 'STEM' sentences when answering questions during lesson inputs, using talk partners to discuss ideas, Talk4Writing, Poetry Basket, rich language conversations throughout the day, speaking and listening during carpet time etc)

Autumn 1 – Me and My Community / <i>Exploring Autumn</i>	Autumn 2 – Dangerous Dinosaurs / <i>Sparkle and Shine</i>	Spring 1 – Once upon a time / <i>Puddles and Rainbows</i>
<ul style="list-style-type: none"> • Remembering our experience - During small group or one to one discussion, ask questions to find out more and understand what has been said to them. • Me and my family - During small group or one to one discussion, ask questions to find out more and understand what has • People who help us – who's who? Class and small group discussions. • Where shall we go? – Giving instructions to work the beebots. • How are we the same / different? - Listen carefully in a range of situations and is aware of the importance of listening. • What's that smell? (identifying different scents in the playdough) Ask a relevant scientific question to find out more, explain how things work and why they might happen. • <i>Harvest time</i> - Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. • <i>Spiders</i> - Ask a relevant scientific question to find out more, explain how things work and why they might happen. • <i>Market stall (outdoor role play)</i> - Develop storylines in their pretend play and use talk to help work out problems and organise 	<ul style="list-style-type: none"> • Discovering dinosaurs - During small group or one to one discussions, ask questions to find out more and understand what has been said to them. • Prehistoric Parade - Ask a relevant scientific question to find out more, explain how things work and why they might happen. • Cave Baby - Show an understanding of the meanings of new words by using them in discussion and role play situations. • Modern Dinosaurs - Listen carefully in a range of situations and is aware of the importance of listening. • Fact and fiction - Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. • Dino facts - During small group or one to one discussions, ask questions to find out more and understand what has been said to them. • Spikes, plates and horns - Listen carefully in a range of situations and is aware of the importance of listening • Carnivore or herbivore? Do the carnivores have any features in common? Are all the carnivores big? What animals do you think the carnivores ate? Herbivores ate plants. How do you think that they kept safe from the carnivores? 	<ul style="list-style-type: none"> • Who's who? (fairy tale characters) - During small group or one to one discussions, ask questions to find out more and understand what has been said to them. • Tell me a story - Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. • Castles and Kingdoms - Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. • Ruler for the day - Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. • Princess Power - During small group or one to one discussions, ask questions to find out more and understand what has been said to them. • Woodland tales - Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities • Magic potions - Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. • <i>Weather forecasters</i> - Have you ever seen the weather forecast on television? How do weather forecasters show the weather? What

thinking and activities.	<ul style="list-style-type: none"> • Volcano - Ask a relevant scientific question to find out more, explain how things work and why they might happen. • Celebrations - During small group or one to one discussions, ask questions to find out more and understand what has been said to them. • Tell me a story - Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. • Light parade - Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. 	<p>was the weather like yesterday? Do you need to wear any special clothes when it is rainy? Can you find the United Kingdom on a world map?</p> <ul style="list-style-type: none"> • Rainbow bubbles - Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. • Dress up - Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
Spring 2 – Big Wide World / Splash	Summer 1 – Sunshine and Flowers / Shadows and Reflections	Summer 2 – Moving on
<ul style="list-style-type: none"> • Wildlife explorers - Do they ask questions about the animals they have seen? • All around the world – stories from around the world - Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. • Desert small world play - Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. • Oceans small world play - Encourage the children to name and describe the different animals as they play. • Polar play - Talk about the different animals and explain that penguins live in the Antarctic, and polar bears live in the Arctic. Encourage the children to compare the polar environment to where they live. • Roads, bridges and tunnels - Do the children share resources and communicate their ideas? Do 	<ul style="list-style-type: none"> • What do you like to do outside? - Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. • Make a trail (beebots) - Support the children to use directional language as they program the toy. Ask them to check each other's programs and predict what might happen to the toy. • Maps - Where do you like to go on a sunny day? Do you recognise the images in the photographs? What do you like to do there? • Grow a garden - Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • Florist role play - Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities. 	<ul style="list-style-type: none"> • We all fit together - 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. • Reflecting - 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. • Tracks and roads - 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. • Mini school - Hold conversation when engaged in back-and-forth exchanges with their

<p>they use positional language in their play?</p> <ul style="list-style-type: none"> • Rainforest small world • Tickets please - Do the children take on a role in their play? Do they share their resources and ideas as they play? Do they use language related to time and money in their play? • Melting and freezing - Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. • Commotion in the ocean - What animals feature in the story? If we wanted to find out more about sea animals, where could we look? Which animals would you like to find out about? What is the most interesting fact you discovered? • Scented water - Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. • Bath time - Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. • Under the sea (small world) - Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities. • Making bubbles - Articulate their ideas and thoughts in well-formed sentences and describe events using some detail. 	<ul style="list-style-type: none"> • Perfume making - Show an understanding of the meanings of new words by using them in discussion and role play situations. • Summer fruits - Ask a relevant scientific question to find out more, explain how things work and why they might happen. • Summer reading - Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. • Reflections - Ask a relevant scientific question to find out more, explain how things work and why they might happen. • My Shadow - Listen carefully in a range of situations and is aware of the importance of listening. 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. • Reflecting - 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. • Can I see through it? Make comments about what they have heard and ask questions to clarify their understanding. • Water reflections - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<p>teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • School Role play - Mini school - 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.
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Key Vocabulary for the different topics (Vocab to be shared with parents via Tapestry at the start of each topic):

Autumn 1:	Me and My Community	Exploring Autumn
	<div data-bbox="302 260 432 387"></div> <div data-bbox="331 391 400 414">auntie</div> <div data-bbox="477 260 607 387"></div> <div data-bbox="488 391 595 414">community</div> <div data-bbox="654 260 784 387"></div> <div data-bbox="685 391 752 414">cousin</div> <div data-bbox="831 260 960 387"></div> <div data-bbox="860 391 929 414">doctor</div> <div data-bbox="1005 260 1135 387"></div> <div data-bbox="1016 391 1124 437">emergency services</div> <div data-bbox="302 453 432 580"></div> <div data-bbox="331 584 400 608">family</div> <div data-bbox="477 453 607 580"></div> <div data-bbox="488 584 595 608">firefighters</div> <div data-bbox="654 453 784 580"></div> <div data-bbox="685 584 752 608">friend</div> <div data-bbox="831 453 960 580"></div> <div data-bbox="831 584 960 608">grandparents</div> <div data-bbox="1005 453 1135 580"></div> <div data-bbox="1046 584 1095 608">help</div> <div data-bbox="302 644 432 772"></div> <div data-bbox="309 775 425 799">key workers</div> <div data-bbox="477 644 607 772"></div> <div data-bbox="512 775 571 799">nurse</div> <div data-bbox="654 644 784 772"></div> <div data-bbox="663 775 775 799">paramedics</div> <div data-bbox="831 644 960 772"></div> <div data-bbox="864 775 927 799">police</div> <div data-bbox="1005 644 1135 772"></div> <div data-bbox="1041 775 1097 799">rules</div> <div data-bbox="302 836 432 963"></div> <div data-bbox="336 967 396 991">uncle</div>	<div data-bbox="1205 260 1335 387"></div> <div data-bbox="1236 391 1305 414">acorns</div> <div data-bbox="1379 260 1509 387"></div> <div data-bbox="1404 391 1485 414">autumn</div> <div data-bbox="1554 260 1684 387"></div> <div data-bbox="1581 391 1659 414">badger</div> <div data-bbox="1729 260 1859 387"></div> <div data-bbox="1736 391 1859 414">blackberries</div> <div data-bbox="1904 260 2033 387"></div> <div data-bbox="1930 391 2013 414">conkers</div> <div data-bbox="1205 453 1335 580"></div> <div data-bbox="1247 584 1292 608">fox</div> <div data-bbox="1379 453 1509 580"></div> <div data-bbox="1404 584 1485 608">harvest</div> <div data-bbox="1554 453 1684 580"></div> <div data-bbox="1570 584 1671 608">hedgehog</div> <div data-bbox="1729 453 1859 580"></div> <div data-bbox="1744 584 1848 608">hibernate</div> <div data-bbox="1904 453 2033 580"></div> <div data-bbox="1937 584 2007 608">leaves</div> <div data-bbox="1205 644 1335 772"></div> <div data-bbox="1216 775 1321 799">pine cones</div> <div data-bbox="1379 644 1509 772"></div> <div data-bbox="1395 775 1494 799">pumpkins</div> <div data-bbox="1554 644 1684 772"></div> <div data-bbox="1581 775 1659 799">season</div> <div data-bbox="1729 644 1859 772"></div> <div data-bbox="1760 775 1832 799">spider</div> <div data-bbox="1904 644 2033 772"></div> <div data-bbox="1930 775 2013 799">squirrel</div> <div data-bbox="1205 836 1335 963"></div> <div data-bbox="1211 967 1328 991">wild animal</div> <div data-bbox="1379 836 1509 963"></div> <div data-bbox="1395 967 1494 991">woodland</div>

Autumn
2:

Dangerous Dinosaurs



carnivore



crocodile



dinosaur



diplodocus



extinct



fossil



herbivore



insect



palaeontologist



prehistoric



reptile



shark



stegosaurus



triceratops



turtle



tyrannosaurus



velociraptor

Sparkle and Shine



autumn



candle



celebration



Christmas



diva lamp



Diwali



family



gift



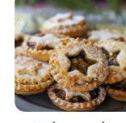
Hanukkah



lantern



menorah



mince pie



samosa



sufganiyot



winter

Spring 1:

Once upon a Time



bear



castle



Cinderella



fairy
godmother



fairy tale



goat



king



prince



princess



queen



Snow White



story



troll



wicked
stepmother



wolf



woodland

Puddles and Rainbows



blue



cloud



green



hail



orange



purple



rain



rainbow



red



season



sleet



snow



spring



sun



wind



yellow

Spring 2: Big Wide World



aeroplane



animal



boat



bus



car



desert



Earth



forest



globe



habitat



land



map



mountain



ocean



plant



river



savannah



sea



train



travel



weather



woodland

Splash



cold



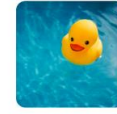
container



drink



Earth



float



freeze



ice



lake



liquid



melt



pour



river



sea



sink

























solid



warm



water

<p>Summer 1:</p>	<p>Sunshine and Flowers</p> <div>  air </div> <div>  animal </div> <div>  antennae </div> <div>  butterfly </div> <div>  flower </div> <div>  insect </div> <div>  leaf </div> <div>  leg </div> <div>  petal </div> <div>  plant </div> <div>  root </div> <div>  shell </div> <div>  soil </div> <div>  stem </div> <div>  sun cream </div> <div>  sunflower </div> <div>  sunglasses </div> <div>  sun hat </div> <div>  sunlight </div> <div>  warmth </div> <div>  water </div> <div>  wing </div>
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