

Communication and Language Nursery - Long Term Plan

Statutory Guidance from the EYFS Framework for 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,

The Reception expectations in C&L for reference. Where are children going?	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.
---	--

Communication and Language – Nursery Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Ongoing Communication and Language skills developed throughout the year	Communication and Language is developed throughout the year through; • High quality interactions. • Daily group discussions. • Learning new vocabulary and its meaning. • Using new vocabulary in a range of contexts. • Using new vocabulary in conversations and discussions – with teachers and peers. • Learning new rhymes, poems and songs and repeating these. • Speech and Language interventions when needed.					
Listening skills Intent Vocabulary Implementation	Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities. <i>Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</i> Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Listens to simple stories. Listens to other people speaking to me. <i>Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem.</i> Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking.	Listens to others speaking and continues the conversation following on from what has been said. <i>Listen, looking, wait, turn, story, caret time, join in, question.</i> Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking.	Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read. <i>Listen, wait, turn, story.</i> Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures.	Listens more carefully. Knows why we should listen. <i>Listen, wait, turn, instruction, patient, patience, join in, why, safe.</i> Carpet time, group work, encouraging children to listen and explaining how to keep safe and why we should listen at different times.	Listen attentively and respond to what they hear with relevant questions, comments, or actions. <i>Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.</i> Carpet time, group work, assembly time, asking children questions and modelling questions.
Attention skills Intent Vocabulary	Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting.	Focusing more attention on stories being told to them. Give attention to others who are speaking to me.	Paying attention when listening to longer stories. Switches attention between listening to	Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.	Knows they sometimes have to wait their turn when speaking.	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more

Implementation	Choosing, playing, area, want, my turn, your turn, listening. A range of activities for the children to choose from, adults conversing with children.	Listening, story, looking, friends, turn taking, my turn, your turn. Daily story time and text sharing time. Adults modelling turn taking, adults supporting children to converse.	others and completing a task. Carpet, sitting, listening, joining in, stories, group. Carpet time, daily story time, adults modelling completing tasks and conversing and listening and supporting children to do this.	Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Sitting, listening, and joining in, turn taking, my turn, your turn. Adults reminding children to take turns and supporting them to do this. Group activities set up for children to access.	than one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, assembly time, visual and verbal reminders to sit and listen.
Responding skills Intent Vocabulary Implementation	Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions. Listen, join in, come, instruction, sit, drink, Story time, discussions with adults in nursery, adults given children instructions with increasing complexity.	Responds to adults and children that are trying to converse with me. Chat, discuss, my turn, your turn, turn taking. Discussions with adults in nursery, adults given children instructions with increasing complexity.	Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play. Questions, who, what, where, chat, discuss, my turn, your turn, turn taking. Discussions with adults in nursery, adults given children instructions with increasing complexity.	I am responding during conversations and reasoning using the word 'because'. Reply, respond, because, converse, conversation, talking, my turn, your turn, turn taking. Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.	Responds to simple questions. Why, when, where, because, tell me, questions. Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.	Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.
Understanding skills Intent Vocabulary Implementation	Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.	Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'.	Recalling what happens in a story I have read. Understanding a three key word sentence. Pictures, stories, listening, book,	Beginning to understand one step instructions and questions. Instructions, listening, questions, get, move. Modelling asking and answering questions, asking children	Understanding prepositional language e.g. on, under. Asking why things are happening. On, under, in, inside, outside, forwards, backwards, why, explain, questions.	Follow 1 step instructions Understand 'why' questions. Instruction, telling, listen, follow, why, question, explain, because.

	Instruction, telling, listen, follow, question, explain, because. Asking and encouraging children to answer questions either verbally or physically, giving children simple clear instructions, conversations with children.	Pictures, stories, listening, book, big, small, dark, light, open, shut. Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.	listening, understanding. Modelling conversations with children and staff, giving children opportunities to talk about stories that have been read and shared together.	questions in a variety of situations.	Modelling the use of prepositional language, activities based around prepositional language, encouraging children to ask questions and answering the questions children have.	Asking and encouraging children to answer why questions, giving children simple clear instructions.
Speaking skills Intent Vocabulary Implementation	Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, encourage more reluctant children to talk.	Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'. Conversation, turn taking, why, because, and, what, me, him, her. Adults modelling conversations and supporting children to converse. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, modelling the use of 'me, him, her'.	Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'. Who, what, where, rhymes, speak, talk, sentence, and. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, asking children questions and modelling and supporting children to ask questions and answering them. Daily rhymes.	I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions. Birthday, weekend, holidays, where, when. Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who questions and supporting children to ask these questions too.	Using a wider range of vocabulary in my play. Singing some songs independently. Vocabulary related to topics children have learnt throughout the year, sing, songs. Adults planning in topic specific vocabulary across the year, children learning a range of songs.	Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.