



Communication and Language Development Reception

Development Matters Statements	The Reception children can....
Understand how to listen carefully and why listening is important. Listening Lola, talk for writing, spine books, phonics.	• copy a good role-model who is demonstrating good listening skills • with support, look at the speaker (card reminders), can sit quietly, listen with their ears and stop and listen when a signal is heard • listen for missing key words in well-known stories and rhymes. • join in a variety of well-known nursery rhymes and listening games. • begin to answer simple questions on the carpet. • begin to listen for a sound or a set of sounds in words. • demonstrate good listening skills by listening to longer stories and joining in repeated refrains. • recall the characters, setting and the story plot. • answer simple questions on the carpet. • begin to share an opinion on something (likes and dislikes)

	• listen for a set of sounds when blending or segmenting words • share an opinion on something (likes and dislikes- books or activities. • retell stories they have learnt • independently listen for a set of sounds when blending or segmenting words
Learn new vocabulary. Use new vocabulary through the day.	• explore and investigate objects and with adult support, talk about it looks, smells, tastes and feels like. • begin to simply categories objects (size, colour, shape) • begin to listen for the meaning of words and use in play • match pictures words to objects (watermelon, bouncy ball)- feely bag game • listen to adults modelling words in conversations and giving meaning of words. • explore and investigate objects and talk about how it looks, smells, tastes and feels like. • categories objects (size, colour, shape- legs of animals, number of sides on a shape) • listen for the meaning of words and then use in play • discuss objects of interest with peers. • remembering new vocabulary that has been taught and begin to use it.

	• use vocabulary learnt across the year within their play or writing. • remember and refer to previous words learnt from stories.
Ask questions to find out more and to check they understand what has been said to them. Posters at the beginning of the year. Show and tell. Pictures of family/friends Colourful Semnantics	• observe the adults pointing to the different colours for the relevant questions related to the specific learning of the lesson (questioning, colourful Semantics). • talk about what they are doing, what is happening and when they are doing it. • observe the adult sharing their thoughts and ideas about situations, stories and events that have happened (trip, assembly etc.) • begin to share their thoughts and ideas with their peers or adults, when involved in an activity • observe the adult thinking and answering aloud 'who', 'what', 'where' and 'when' questions when involved a learning activity with the children. • identify the colours and answer questions, with support of the colours in main teaching and during activities (colourful Semantics). • talk about what they have been doing, what happened and when they were doing the learning (recap learning- What did we learn yesterday?) • to share their thoughts and ideas with their peers or adults when involved in an activity or about a situation or event, beginning to give their opinion. I think that because... • begin to answer simple 'who', 'what', 'where' and 'when' questions when involved a learning activity or at carpet/circle time.

	• talk about their lives and learning by explaining what they have been doing, what happened and when they were doing it and why they have done it – holidays, day trips, school visits, family events etc. • share their thoughts and ideas with their peers and adults when involved in an activity or about a situation or event that has happened, sharing their opinions. I think that because... • answer 'who', 'what', 'where' and 'when' and 'why' questions when involved a learning activity or at carpet/circle time or about a previous learning or life situation.
Articulate their ideas and thoughts in well-formed sentences. Colourful Semantics Word Aware Neli I can talk boost	• observe and interact in simple conversations with the adults about what is happening. • observe and listen to the adults talking, expanding sentences the child has said and modeling good language and vocabulary, from books, topics, activities and when in discussions (including nouns, subject, verbs and connectives). • begin to use the language taught from books, topics and activities during learning times. • interact in conversations with adults and peers. • begin to use language and vocabulary, from books, topics, activities and when in discussions (including nouns, subject, verbs and connectives). • use the language taught from books, topics and activities during learning times.

Use new vocabulary in different contexts	• use language and vocabulary, from books, topics, activities and when in discussions (including nouns, subject verbs and connectives) when talking to peers and adults during discussions. • use the language taught from books, topics and activities during learning times.
Connect one idea or action to another using a range of connectives. Describe events in some detail	• observe the adult using connectives such as: and, but so and because that connect two ideas together, when thinking and talking aloud. • use and, but then begin to use other connectives in simple sentences. • sometimes use connectives to join two ideas together when in an activity or during a discussion. • independently use connectives to join two ideas together when in an activity, during a discussion or when trying to prove or disprove something (science experiment)
Use talk to help work out problems and organise thinking and activities, and to explain how	• observe the adult modelling how to think aloud solving a problem, using key phrases such as, 'I think...', 'It could be....' 'It might be....' 'So that, because'. • give the adult simple solutions and ideas as to how they might solve a problem. • begin to use some key phrases such as, 'I think...', 'It could be....' 'It might be....' 'So that because' 'why didn't that work?' when engaged in solving a task.

things work and why they might happen. Open ended activities, outside,	• begin to share simple solutions and ideas as to how they might solve a problem with adults and peers. • use some key phrases such as, 'I think...', 'It could be....' 'It might be....' 'So that because' 'I wonder if we need anything else to help us', when engaged in solving a task. • share simple solutions and ideas as to how they might solve a problem with adults, peers or in a larger group.
Develop social phrases.	• begin to greet each other and adults in the morning and say goodbye. • use basic manners within their learning and school setting. • greet each other and adults in the morning and say goodbye. • begin to ask how their peers are feeling.
Listen to and talk about stories to build familiarity and understanding. Shared books-home Book corner Spine books	• can sit and listen to short stories at the end of every day • begin to engage in the book corner to look at a variety of texts, such as magazines, non-fiction, fiction books, newspapers and leaflets. • can say 'who' the characters are and 'what' happened. • engage in the book corner to look at a variety of texts, such as magazines, non-fiction, fiction books, newspapers and leaflets and begin to talk about the texts with peers.

Hot Seating	• can say 'who' the characters are and 'what' happened and 'where' the setting is and discuss the story plot. • begin to relate stories and non-fiction texts to their own lives. • begin to act out well known simple stories. • begin to share the stories they have read with friends and adults • ask who, why, what, where questions to a character (adult) from a story • engage in the book corner to look at a variety of texts, such as magazines, non-fiction, fiction books, newspapers and leaflets and begin to talk about the texts with peers and adults. • can say 'who' the characters are and 'what' happened and 'where' the setting is and discuss the story plot in greater detail, as well as discuss the moral of a story. • relate stories and non-fiction texts to their own lives and that of others' • role-play stories that they have learnt and know well, using different voices or changing the story plot and sharing them with others' • ask who, why, what, where questions to a character (child) from a story
Retell the story, once they have developed a deep familiarity with the text, some as	• can sit and listen to short stories • can say 'who' the characters are and 'what' happened and 'where'. • say what happened at the beginning, middle and end of a simple story. • observe and copy signs to a simple story (The Little Red Hen). • begin to suggest pictures for each part of a simple story to create a story map.

exact repetition and some in their own words. Pie Corbett- talk for writing Spine books Role-play stories	• begin to retell a simple story using a story map to support. • act out a story. • can sit and listen to stories • can say 'who' the characters are and 'what' happened and 'where' the story is • say what happened at the beginning, middle and end of a story. • copy signs to a story or non-fiction text. • suggest pictures for each part of a story to create a story map. • retell stories using a story map to support. • retell a story and write the story down for themselves and others to read.
Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	• sing aloud traditional poems and rhymes • learn new contemporary rhymes and poems that link to topics and new learning across the curriculum. • begin to discuss if the poems and rhymes sound the same, is it fast, slow, long or short. • begin to learn new words and think about the meaning of words. • learn longer poems and rhymes and children join in key refrains and sing verses off by heart. • discuss key words and language used in traditional and new poems and rhymes and the meaning behind them, for example, pail of water- bucket of water.

	• perform poems and rhymes to an audience- mother day assembly etc. • make up their own silly rhymes. • Know and sing of variety of traditional and new songs and rhymes that link to key learning.
Engage in non-fiction books. Pie Corbett- Non – fiction writing Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. .	• begin to understand the difference between Non-Fiction fact and Fiction- story books-made up- front cover. • look at and engage in a variety of books of interest in the book corner with an adult. • listen to Non-Fiction texts beginning read and then discuss how it related to our own lives or the world we live in. • begin to identify some of the features of a non-fiction text- photo, contents page, headings, index page and not having to read the whole book. • begin to understand we can get information from a non-fiction text. • identify some of the features of a non-fiction text- photo, contents page, headings, index page and not having to read the whole book. • understand we can get information from a non-fiction text. • use the information gained from a Non-fiction text to aid our learning (non-fiction writing)
	ELG

Listening and Attention	• 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.