



N

# Communication & Language

## Block 1

## Block 2

## Block 3

V

Vocabulary

To use the language from familiar stories.  
To understand simple instructions:  
"Can you put the pencil in the pot?"

To use a variety of tenses such as run, ran.  
Recasting: 'I swam in the sea', 'I swam in the sea too'  
To know a range of language linked to songs and rhyme  
'I think this because...'

Phrases and sentences associated with familiar stories, various nursery rhymes, songs  
Sentences joined up with words like 'because', 'or', 'and' eg. "I like ice cream because it makes my tongue shiver".

O

Objectives

To enjoy listening to longer stories and can remember much of what happens  
To pay attention to more than one thing at a time, which can be difficult.  
To use a wider range of vocabulary.  
To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Sing a large repertoire of songs.  
Develop their communication as well as developing their use of tenses  
Use longer sentences of four to six words.  
To begin to develop expressing a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
Develop their pronunciation of most sounds.  
Start a conversation with an adult or a friend and continue it for many turns.  
To develop future and past tense: "I am going to the park" and "I went to the shop"?  
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

C

Concepts

Active listening  
Language Development  
Exploring Rhyme  
Confidence  
Awareness  
Following instructions

Understanding of tenses  
Language development- sentence structure (oracy)  
Awareness of their viewpoints and others

Active listening for a longer period  
Language Development - speaking in increasingly complex sentences  
Confidence  
Awareness  
Understanding of questions

U

Understanding and Knowledge

To begin to understand to the understand the skills of active listening.  
To develop an understanding of new vocabulary.  
To development an awareness of listening to others.

To develop new vocabulary  
To remember and sing songs

Develop an increasing bank of vocabulary (around 1,500 words)  
Use past and future tenses  
Developing understanding of call and response.  
Developing listening skills for longer periods of time.  
Understanding simple questions  
To develop an understanding of why questions

S

Skills

I can remember key points of a story.  
I can switch my attention when my name is called.  
I can use new vocabulary.  
I can follow a complex instruction (more than one part).

I can begin to understand why questions.  
I can sing variety of songs.  
I can develop my use of tenses.  
I can speak in longer sentences (6 words or more).  
I can my words to express my thoughts and feelings.

I can talk about a story.  
I can start a conversation and take turns to talk.  
I can use sentences of four to six words – "I want to play with the cars".  
I can understand why questions and am beginning to answer 'why' questions.  
I can use future and past tense eg. I am going to the park. I went to the shop



# Communication & Language

## Autumn

## Spring

## Summer

R

V

Vocabulary

Good morning, please, thank you, how are you  
'I know you're listening because you are looking at me'  
'Let's be quiet so I can concentrate on what you are saying'  
'Log and dog - they sound the same.'

Uses a range of connectives: *because, and, then, but, so*  
To develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every

Vocabulary influenced by the stories they have read.  
Vocabulary linked to Non fiction texts

O

Objectives

To display active listening  
To use new vocabulary matched to learning experience  
To be able to answer a variety of questions.Children to answer who, where and when questions.  
To show a developing enjoyment in poems, rhymes and stories.  
To begin to notice how some words sound and begin to join in by predicting rhyming words.  
To listen to and talk about stories developing familiarity and understanding.

To connect ideas using a range of connectives.  
To use new vocabulary in new concepts.  
To begin to articulate their ideas and thoughts in well formed sentences.  
To retell a familiar story in their own words  
To learn poems, rhymes and songs  
To engage in Non Fiction books

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
To describe events in some detail.  
To listen and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.

C

Concepts

Active listening  
Language Development  
Exploring Rhyme  
Confidence  
Awareness

Language and Vocabulary development  
Exploring rhyme  
Confidence  
Oracy  
Knowledge Development

Language and Vocabulary development  
Confidence  
Oracy  
Knowledge Development  
To use text to answer questions

U

Understanding and Knowledge

To begin to understand the skills of active listening.  
An understanding of rhyme  
To develop an understanding of new vocabulary

To develop and apply new vocabulary  
To retell a familiar story  
To develop a bank of rhyme  
To develop an understanding of Fiction and Non Fictions

To apply new vocabulary  
To articulate thoughts and ideas  
To use Non Fiction texts to find out answers to questions.

S

Skills

I can sit and listen to a story and offer my thoughts and contributions.  
I can use new vocabulary I have learnt in a variety of contexts. sl can answer a variety of questions.  
I can begin to use talk to help me solve problems.

I can connect sentences using and, but, because.  
I can use new vocabulary accurately.  
I can confidently join in with a familiar rhymes from the repertoire I have developed.  
I can show an interest in fiction and Nonfiction books  
I am beginning to retell familiar stories with confidence.

I can articulate my thoughts and ideas applying new vocabulary.  
I can (with support from adults) use Non Fiction texts to answers questions.  
I can use well-formed sentences to communicate my thoughts and ideas.  
I can describe familiar events in detail and use the correct sequence (e.g bedtime routine).  
I can re-tell a familiar story.