

Otterham C P School

EYFS Communication and Language Long Term Plan

		Links to ks1 curriculum	ELG	Expectations for reception		
				Term 3	Term 2	Term 1
Listening, Attention and Understanding		<p style="text-align: center;"><u>Spoken Language:</u> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	Engages in story time, building familiarity and understanding	Listens to longer stories and is beginning to explain what is read to them, answering questions	
				Asks questions to find out more and to check they understand what has been said to them	Can answer a wide variety of questions independently	Understands 'how' and 'why' questions
				Learns new vocabulary	Can listen to their friends and teachers for prolonged periods of time	Can listen to their friends and teachers for short periods of time
				Understands how to listen carefully and why listening is important	Listens carefully to rhymes and songs	
				Can shift their focus between two things at a time	Can focus their attention on one thing at a time	
				Follows an instruction with more than two parts	Follows an instruction with two parts	
Speaking		<p style="text-align: center;"><u>Spoken Language:</u> Participate in discussions, presentations, performance, role play, improvisations and debates</p>	<p>Participate in small group, class and 1:1 discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	Can recite rhymes, poems and songs independently	Can recite rhymes, poems and songs in a group	Learns rhymes, poems and songs
				Retells their own stories	Retells stories with some repetition	Tells longer stores
	Usually speaks using the correct tense	Has issues with some irregular tenses and plurals				
	Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly	Not yet able to say 'r, j, th, ch, sh' and multisyllabic words				
	Articulates their ideas and thoughts in well-formed sentences, using connectives	Is beginning to speak using sentences of 6+ words and beginning to use conjunctions like 'and', 'but' and 'so'		Uses sentences of 4-6 words		
	Explains how things work and why they might happen					
	Uses talk to help work out problems and organise thinking	Expresses a point of view and debates when they disagree				
	Describes events in some detail	Has a long conversation with an adult or friend, switching from topic to topic		Will have a conversation with an adult or friend		
	Develops social phrases Uses new vocabulary in different contexts	Uses and demonstrates new vocabulary in daily conversation		Uses talk to organise themselves and their play Uses a wider range of vocabulary		

