

Communication and Language Foundation <div data-bbox="360 240 492 363" data-label="Image"> </div>	Children will learn to: <div data-bbox="1581 193 1839 228" data-label="Text"> See vocabulary on MTPS </div>		
Term/Year group	F2	F1 N2	F1 N1
Autumn 1 Me and my family	<ul style="list-style-type: none"> - To speak about their family to a familiar adult or peer. - Discuss class reading book, saying something they notice about characters or settings. - Express their immediate needs clearly to a familiar adult. 	<ul style="list-style-type: none"> - Participating in whole group retelling of familiar story, by copying and responding to movement. - Answer questions from an adult when engaged in an area of provision e.g. the home corner "what are you eating?" 	
Autumn 2 Travel and transport	<ul style="list-style-type: none"> - Use some newly taught vocabulary within role play. - Compare different objects e.g. transport, recognising and saying something that is the same/different. - Describe a journey/place they have been too, with the use of some supporting vocabulary. 	<ul style="list-style-type: none"> - Say the name of some vehicles when previously been provided with the vocabulary. - Ask who, what, why, where questions. - Join in with the group to sing some rhymes and songs. 	
Spring 1 Once upon a time	<ul style="list-style-type: none"> - Retell repeated and simple aspects from some familiar traditional tales or fairy tales e.g. "run run as fast as you can you can't catch me I'm the gingerbread man". "The wolf went to the straw house and said I'll huff and ill puff". - Describe the setting of the story. - Listen to and follow instructions to use some IT equipment. - Say/describe the main events in a familiar story. 	<ul style="list-style-type: none"> - Say what a character does in part of a familiar story. E.g. "goldilocks ate all the porridge". - Put their hand up/show that they would like to communicate their ideas when in group setting. - Talk about past experiences to familiar adults. 	<ul style="list-style-type: none"> - Listen and respond to simple instructions e.g. get your coat, go outside. - Pay attention whilst listening to a short story or rhyme. - Be able to ask for something they want.
Spring 2 Royalty	<ul style="list-style-type: none"> - Make comparisons between their own familiar life and that of other e.g. the royal family. 	<ul style="list-style-type: none"> - Use some taught vocabulary from books when accessing linked areas of provision and resources. 	<ul style="list-style-type: none"> - Talk about something that interests them with familiar adults and peers.

	<ul style="list-style-type: none"> - Use new vocabulary linked to knowledge area correctly. - Listen to and respond to a talk partner when given topic to discuss. Be able to share what partner has said to them. 	<ul style="list-style-type: none"> - Use longer sentences of around 6 words. - Listen to longer stories and answer simple retrieval questions about a story they have just read. 	<ul style="list-style-type: none"> - Comments on illustrations in familiar books that have been read to them. - Understand longer instructions e.g. "put on your coat and get your bag".
<p>Summer 1</p> <p>My place in the world</p>	<ul style="list-style-type: none"> - Sing most of a taught rhyme. - Use communication and language skills to communication with other non-familiar adults – e.g. to buy products at the shop using manners. - Use taught vocabulary and clear sentences to compare their lives with others. - Retell familiar stories using some of the key vocabulary from the book. 	<ul style="list-style-type: none"> - Use taught vocabulary in role play and conversation linked to animals. - Remember key aspects of longer stories. - Sing a range of songs and rhymes that have been taught and practised over the year. - Speak in a full sentence, to say where in the provision they want to go. 	<ul style="list-style-type: none"> - Say the name of the area they would like to go to when asked by a familiar adult. - Be able to tell a familiar what's wrong when asked. - Talk to a range of adults and peers within foundation.
<p>Summer 2</p> <p>Growing</p>	<ul style="list-style-type: none"> - Discuss changes/events that will happen in the future. - Retell a range of well-known stories and parts of class readers. - Act out complex narratives within areas of the provision. - Use some Makaton signs whilst saying the word independently. - Verbally recount/retell experiences on learning away. - Explain their own point of view when they disagree with others. - Listen and focus to an adult or peer for an extended period time, wait, then respond with an appropriate answer or comment. 	<ul style="list-style-type: none"> - Follow verbal step by step instructions for planting seeds. - Say and understand the different days of the week. - Use taught understanding the world vocabulary in conversation and when speaking about observations they have made. - Answer 'why' questions related to current learning, with an appropriate response. - Hold a conversation with peers that goes back and forth for many turns. 	<ul style="list-style-type: none"> - Communicate their likes and dislikes to a familiar adult or friend. - Begin to ask some who, what, why, where questions in context. - Begin to sing very familiar rhymes and actions songs with the group.

	<p>Early Learning Goals Communication and Language</p> <p><u>Listening, Attention and Understanding ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p><u>Speaking ELG</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		
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