

## Reception

<b>Statutory Framework</b>	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, children become comfortable using a rich range of vocabulary and language structures.					
<b>Key Skills F2</b>	<p><b>Physical:</b> To speak audibly so they can be heard and understood. To use gestures to support meaning in play.</p> <p><b>Linguistic:</b> To use talk in play to practice new vocabulary. To join phrases with words such as 'if', 'but', 'because', 'so', 'could'.</p> <p><b>Cognitive:</b> To use 'because' to develop their ideas. To make relevant contributions and ask questions. To describe events that have happened to them in detail.</p> <p><b>Social and emotional:</b> To look at someone who is speaking to them. To take turns to speak when working in a group.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Connections and Context</b>	New class, Transitions, Topic - <b>All about me</b>	Celebrations: Diwali, Christmas, Bonfire Night Autumn, Topic - <b>What is in our classroom?</b>	Chinese New Year Winter, Topic, - <b>People who help us</b>	Plants/ Animals and growing. Easter, World book day, Topic - <b>What is in our school?</b>	Transport, Summer, Topic – <b>Transport over time.</b>	Transitions, celebrations Topic - <b>What is in our community?</b>
<b>Key Experiences</b>	Photo box bring photos in of when they were babies. Trip to the windmill. Making bread	Walks around school and the outdoor area linked to We're Going on a Bear Hunt. Nativity performance.	Visit from a nurse Making turnip soup (cutting and tasting) Making art inspired by Giuseppe Arcimboldo.	Walk outside school and going on a quest. Caterpillars and chicks in school. Planting sunflowers.	Balance bike experience Making transport sculptures with clay	Visit to the beach Walks beyond school into the community. Visit to the church. Visit to the mosque.
<b>Topic book</b>	<b>Once There Were Giants</b>	<b>We're Going on a Bear Hunt.</b>	<b>Little Big People Florence Nightingale</b>	<b>What the ladybird heard.</b>	<b>Sally Jean the bicycle Queen</b>	<b>Here we are</b>
<b>Key Texts, Poems</b>	The Little Red Hen Owl Babies Goldilocks and The Three Bears	We're Going on a Bear Hunt. Stick Man Gruffalo	The Hospital Dog The Enormous Turnip Not now Noor!	What The Ladybird Heard The Very Hungry Caterpillar. Jack and the Beanstalk	Mrs Armitage on wheels. The Journey Home from Grandpas. Gingerbread man	Here we are People will always need people. All Are Neighbours
<b>Intended learning (progressive and spiral):</b>	Follow adult cues to listen. Know behaviours for successful listening. Participation in predictable texts. Demonstrate an understanding of waiting turns to speak/ not interrupting.	Actively recall and recite favourite rhymes. Secure agreed rules for conversational turn taking in small and larger groups. Ask questions to find out more and to check they understand what has been said to them. Formulate and respond	Participate in very familiar stories as choric speech between the narrator and characters. Add connectives on the end of simple responses to include detail or causative extensions. Recall and define specialist vocabulary for the half term.	Play with words and 'funny' rhymes, including 'add your own' rhymes. Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or speculative questions. Tech new skills to others verbally and by demonstration. Recall	Tell familiar stories with dialogue in play. Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. Recall and define specialist vocabulary for the half term.	Generate original narratives. Process language which includes challenging adjectives, verbs and positional vocabulary in instructions. Play games where they give instructions to each other. Recall and define
<b>Listening Attention</b>						
<b>Speaking</b>						

	Recall a range of simple nursery rhymes. Ask either/or questions. Participate in adult narration of independent learning. Participate in conversations offering thoughts and answering questions around a topic, interest or activity. Recall and define specialist vocabulary for the half term.	to 'why?' and 'how' questions. Follow two-step instructions. Describe some events in detail. Recall and define specialist vocabulary for the half term. Listen carefully to instructions. Follow instructions regarding safety.		and define specialist vocabulary for the half term.	Answer open ended or speculative questions. Process three step instruction.	specialist vocabulary for the half term.
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<b>Language Stems: F2</b>	<b>Language for argument and opinion</b>	<b>Language for comparing and contrasting</b>	<b>Language of explanation / description</b>	<b>Language of prediction</b>
	I agree with/ I disagree	It's the same because	It's the same/different...because	I think it will...
	I think...	It's different because	They / we both have...	This will...because
	I don't think....	This is... and that is....	Altogether we / I have	I know that...
	It will...because		I know... because	
	I like the way....		It looks / smells / feels /tastes / sounds like...	