



| | Nursery Autumn 1 | Nursery Autumn 2 | Nursery Spring 1 | Nursery Spring 2 | Nursery Summer 1 | Nursery Summer 2 |
|---|---|--|---|--|---|---|
| <p>Connections and Context</p> <p>Key Experiences (Mystery reader and parent visits throughout the year)</p> | <p>Starting Nursery Mental Health Week Autumn</p> <p>Parent Stay and Play Autumn Walk Cooking</p> | <p>Celebrations - Diwali, Christmas, Bonfire Night Safe to be Me (Anti-Bullying) Nursery Rhyme Week</p> <p>Trip - Walk to Postbox Christmas Carols Around Tree / Nativity songs Cooking</p> | <p>Winter Chinese New Year Mother's Day</p> <p>Winter Walk Trip - Walk around local area looking for logos / signs</p> | <p>Easter Shrove Tuesday Spring</p> <p>Easter bonnet parade Spring Walk</p> | <p>Father's Day</p> <p>Trip - Camping Trip</p> | <p>Transitions World Mud Day - 29th June World Chocolate Day - July</p> <p>Trip - Beach Sports Day</p> |
| <p>Statutory Framework 2021</p> | <p>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.</p> | | | | | |
| <p>Key Texts, Poems, Songs</p> <p>C&L is delivered through good practise and quality interactions (see attached sheet)</p> | <p>Spooky, spooky, spooky Scary skeleton song Poetry Basket - Falling Apples / Leaves are falling / Pointy Hat Leaf Thief / What's in the Witches kitchen books Big Red Combine Harvester Song Fold Your Arms - Sticky Kids</p> | <p>Introduce Adventure Island, Carpet Kingdom, The Great Big Story Cupboard and Story Dreaming Frank Lemoncurd (listening) Poetry Basket - Chop Chop Choppity Chop / Breezy Weather Introduce Rhyme Time Orchard Games Listening</p> | <p>Poetry Basket - When the Spring Wind Blows / Carrot Nose / Furry Furry Squirrel Introduce creative thinking e.g What can't you see?</p> | <p>Dandelion Yellow as Gold Song Do you like ketchup on your cornflakes? Book Poetry Basket - Wise Old Owl / Pancakes / Stepping Stones / Gingerbread Men</p> | <p>Jack and the Beanstalk Awe&W video Three Tapping Gteddies by Kaye Umansky Poetry Basket - Sliced bread / Monkey Babies / Thunderstorm / The Little Brown Bear</p> | <p>Poetry Basket - 5 little peas / All of Me / Under a Stone</p> |
| <p>Intended Learning (progressive and spiral)</p> <p>Listening Attention</p> <p>Understanding</p> <p>Speaking</p> | <p>Skills Framework - Launchpad for Literacy</p> <p>Awareness of good looking, good listening Listens for sounds in the environment Listen to and remember a short story</p> <p>Suggest changes to known rhymes e.g Twinkle twinkle chocolate bar Learn and act out a familiar story i.e Rosie's Walk /Autumn/Spooky Spooky Spooky</p> <p>Learn and join in with simple rhymes and poems Identify colours Explain something in simple words e.g I'm hurt</p> | <p>Continue with Autumn 1 intentions plus</p> <p>Identifies sounds in the environment Knows skills for conversation e.g looks at other person Listen for pretend sounds Begins to hear and suggest rhymes Learns how to play memory games e.g I went to the shops, Kim's Game Shows interest in listening for initial sounds Follows instructions without visual clue</p> <p>Introduced to thinking e.g. I wonder, What if, I have an idea Turn-taking games</p> <p>Knows some vocabulary related to Celebrations/Christmas/Winter Safe to be Me - Use words to express themselves</p> | <p>Continue with Autumn Intentions plus</p> <p>Developing awareness of story-structure Makes up alliterative jingles in play Is able to remember a sequence of objects</p> <p>Starting to ask questions Starting to use creative thinking skills Blends simple words by copying an adult Tells an oral story using setting-character-problem-solution(Story scribing) Knows some vocabulary -Spring</p> | <p>Continue with Autumn and Spring Intentions plus</p> <p>Makes plans and describes them to others Knows som vocabulary around growing, planting and life-cycles</p> | <p>Continue with Autumn and Spring Intentions plus</p> <p>Knows some vocabulary around summer, transitions, change Blends simple words independently Orally segments simple words by copying an adult Suggests a word to rhyme with a given word Beginning to use 'because' when comparing/explaining</p> | <p>Continue with all skills learnt so far</p> |



| | Reception Autumn 1 | Reception Autumn 2 | Reception Spring 1 | Reception Spring 2 | Reception Summer 1 | Reception Summer 2 |
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| Connections and Contexts | My class Mental health week | Diwali, Christmas Bonfire night/ Halloween Safe to be Me Autumn | Mothers Day Chinese New Year Winter | Eid Plants/animals growing- Earth Day Easter | Co-op visit (small groups) Fathers Day Spring | Transition Holidays, Summer Int'national mud day EY Beach Visit |
| Statutory Framework 2021 | 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 . | | | | | |
| Key Texts, Poems, Songs and Experiences | The Little Red Hen What the ladybird heard Hairy McLairy Little leaders- Exceptional men in black history. Goldilocks and the three bears The three little pigs The Colour Monster Ravi's Roar Ruby's Worry | The Enormous Turnip We're all Wonders Christmas songs We're Going on a Bear Hunt Kind The Gingerbread man | The Proudest Blue Fact book on celebrations Peace at Last Sleep tight little bear What the ladybird heard Brown bear, brown bear what do you see? | The tiny Seed Rabbits don't lay eggs Coming to England 5 Little Speckled Frogs Du Iz Tak? | Park My Dad still thinks he's funny This is How we do it The Day the Crayons Quit | Can we really help the polar bears? Somebody's Swallowed Stanley The Day the Crayons came home |
| Intended Learning (progressive and spiral) Listening Attention Understanding Speaking | Follow adult cues to listen. Know behaviours for successful listening. Participation in predictable texts. Demonstrate an understanding of waiting turns to speak/not interrupting. 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 | Actively retell 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 to "Why?" & "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. | Play with words and "funny" rhymes, including "add your own word" rhymes. Participate in very familiar stories as choric speech between 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 | Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Recall and define specialist vocabulary for the half term | 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 Answer open ended or speculative questions. Process three step instructions. | 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 specialist vocabulary for the half term |

How do we teach Communication and Language skills in Early Years at Langley?

We have key texts, teaching sessions and continuous provision that we use to promote communication and language skills throughout the year but the majority of teaching C&L skills and next steps in these skills are delivered through **continuous targeted good practise** and **quality interactions** to each **unique child**.

We use the Launchpad for Literacy skills framework when identifying each child's 'level of success'. Interactions and language enrichment for each child are specific and underpinned by an awareness of progressive next steps and gaps to be filled.

We may see and hear within interactions and language enrichment many things, some of which may include a focus on:

- building interaction, listening and engagement and/or two-way communication.
- turn-taking, facilitating two-way interactions or interactions between peers.
- verb vocabulary.
- using language to ask.
- vocabulary expansion and semantic links (words that go together).
- developing key concept vocabulary which will be required for literacy acquisition (e.g. beginning, middle, end, etc.)
- building understanding by considering the amount of language used with different children.
- sentence skills such as using pronouns, past tense verbs or linking sentences together with conjunctions (and, so, because, etc.)

These skills will be targeted during interactions alongside child-initiated learning, daily routines and also the language used within more focussed tasks. Interactions and language skills also evolve in a progressive way over time, informed by the progress and ongoing next steps of the children.