

Reception Long Term Plan  
Communication and  
Language

	Autumn 1	Spring	Summer / Early Learning Goal
<b>Communication and Language</b>  Listening, Attention and Understanding	<b>Three and Four-Year-Olds will be learning to</b> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?</li> <li>Use new vocabulary in context in their play</li> <li>Is able to talk more extensively about things they have done, seen or are interested in.</li> <li>Uses talk to pretend in their play and to extend their experiences.</li> <li>Spoken language continues to develop, new vocab is used correctly in context to enhance and support independent play</li> <li>Sentences are developing and becoming more complex – 4 – 6 words</li> <li>Use new vocabulary in context in their play</li> <li>Understands prepositions – under, on, beside, behind etc.</li> <li>Uses prepositions in the correct context</li> </ul>	<b>Children in Reception will be learning to</b> <ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listens and responds to ideas expressed by others in conversation and discussion.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Uses talk to organise sequence and clarify thinking, ideas, feelings and events.</li> <li>Able to follow a story without pictures or props.</li> <li>Questions why things happen and gives explanations, who? what? when? how? in real situations and stories.</li> <li>Extends vocabulary, especially by grouping and naming,exploring the meaning and sounds of new words.</li> </ul>	<b>ELG - Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers               <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Engage in storytimes.</li> <li>Show variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by the activity.</li> <li>Builds up a vocabulary that reflects the breadth of their experiences</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Engage in non-fiction books.</li> </ul> </li> </ul>
	<b>3+ Skills</b> <ul style="list-style-type: none"> <li>I am at the ‘Focussing Attention’ stage of development.</li> <li>I take part in adult-led, hands-on activities in a small group</li> <li>I listen in a small group with visual and/or kinaesthetic support.</li> <li>I listen in a small group for auditory and language activities.</li> <li>I listen in small groups with distractions if I understand.</li> <li>I listen as part of a medium-sized group with visual and/or kinaesthetic support and distractions minimised.</li> <li>I listen to my peers’ conversations in one-to-one or small group situations if the topic interests me.</li> </ul>	<b>4+ Skills</b> <ul style="list-style-type: none"> <li>I am at the ‘Two-Channelled Attention’ stage of development.</li> <li>I listen to my peers’ conversations in one-to-one or small group situations even if the topic is not following my agenda.</li> <li>I listen attentively in medium-sized groups, offering actions, comments or questions (language skills permitting.)</li> <li>I listen in larger groups for short periods and cope with a level of distraction but can only sustain this if I understand.</li> </ul>	
<b>Launchpad for literacy</b>  Listening for Meaning and Semantic Sorting	<b>3+ Skills</b> <ul style="list-style-type: none"> <li>I select a familiar object by function if the simplest verb is used e.g. “Give me the one you eat/cut with/read/etc.”</li> <li>I select a familiar object if a simple topic, location, attribute or part word is used e.g. “Give me the animal/the one from the bedroom/the shiny one/the one with wheels/etc.”</li> <li>I play simple ‘things-that-go-together’ games.</li> <li>I sort a set of objects into two groups based on a shared, simple semantic link e.g. ‘food’ or ‘clothes.’</li> <li>I play ‘odd-one-out’ games and detect which object or picture from a choice of three does not share the same, simple semantic link.</li> </ul>	<b>4+ Skills</b> <ul style="list-style-type: none"> <li>I work out what makes a group of objects go together.</li> <li>I select objects when a less familiar function, location, attribute or part word is used.</li> <li>I play ‘What am I?’ games with visual support, selecting the target from a small choice of objects.</li> <li>I sort objects into subtopics or by a less familiar semantic link.</li> <li>I play ‘What am I?’ games without visual support if simple, semantic links are used.</li> </ul>	
<b>Launchpad for literacy</b>  Receptive Language: Auditory Memory for Understanding	<b>3+ Skills</b> <ul style="list-style-type: none"> <li>With familiar vocabulary, I follow instructions at three-word-level.</li> <li>I follow instructions at two-word-level in a specific order if ‘order’ is visually supported.</li> <li>I follow instructions at three-word-level including early colour, size or position concepts.</li> <li>I follow instructions at two-word-level if the objects are elsewhere or in a more demanding task.</li> </ul>	<b>4+ Skills</b> <ul style="list-style-type: none"> <li>I follow instructions at three-word-level in a specific order. I will need to understand ‘order’ or this will need to be visually supported.</li> <li>I follow instructions at three-word-level if the objects are elsewhere or in a more demanding task.</li> <li>I follow instructions at four-word-level with familiar nouns.</li> <li>I follow instructions at four-word-level including early colour, size or position concepts.</li> <li>I follow instructions at four-word-level in a specific order. I follow instructions at four-word-level if the objects are elsewhere or in a more demanding task.</li> </ul>	

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<p><b>Launchpad for literacy</b></p> <p>Receptive Language: Questions &amp; Instructions</p>	<p><b>3+ Skills</b></p> <ul style="list-style-type: none"> <li>• I understand negatives used as whole words in simple sentences without visual support.</li> <li>• I follow simple instructions containing ‘on’, ‘in’ and ‘under.’</li> <li>• I understand the words ‘who,’ ‘what’ and ‘where’ if used out of the here-and-now. I give better responses if supported visually.</li> <li>• I understand negatives in short sentences in the abbreviated form e.g. “Show me a boy who isn’t jumping”</li> <li>• I understand the words ‘who,’ ‘what’ and ‘where’ if used out of the here-and-now and respond without visual support.</li> <li>• I understand instructions containing the words ‘behind,’ ‘in front’ and ‘next to.’</li> </ul>	<p><b>4+ Skills</b></p> <ul style="list-style-type: none"> <li>• I am beginning to understand ‘why’ and ‘how’ but responses may be limited. I offer more when reasons or explanations are modelled in comments instead.</li> <li>• I offer responses to ‘when’ questions but my time vocabulary is limited.</li> <li>• I am beginning to offer reasons and explanations in response to ‘why’ and ‘how’ questions but offer more if questions are re-worded to ‘what’ e.g. “What has made you sad?” instead of “Why are you sad?” or “What made the car break?” instead of “How did the car break?”</li> <li>• I understand and follow sequential instructions containing words such as ‘before,’ ‘after,’ ‘first,’ ‘last’ and ‘later.’</li> </ul>	
<p><b>Communication and Language</b></p> <p>Speaking</p>	<p><b>Three and Four-Year-Olds will be learning to</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<p><b>Children in Reception will be learning to</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Talks more extensively about things that are of importance to them.</li> <li>• Use talk to explain what is happening and say what might happen next.</li> <li>• Retell the story, once they have a deep understanding of the text, some repetition and some in their own words.</li> <li>• Uses prepositions in the correct context. Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<p><b>ELG -</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> <li>• Talks more extensively about things that are of importance to them.</li> <li>• Use talk to explain what is happening and say what might happen next</li> <li>• Listens and responds to ideas expressed by others in conversation and discussion.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Understands a range of complex sentence structures including negatives, plurals, and tense markers.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.</li> </ul>
<p><b>Launchpad for Literacy</b></p> <p>Vocabulary: Learning, use &amp; Idea Generation</p>	<p><b>3+ Skills</b></p> <ul style="list-style-type: none"> <li>• I extend my vocabulary as people name and explain using words I know</li> <li>• I learn new words as we group things based on common meaning.</li> <li>• I am beginning to think about the structure and meaning of words</li> <li>• I am keen to know the meaning of new words and ask if I don’t understand.</li> <li>• I use more specific vocabulary to name people/objects and to describe events, offering more detail when talking out of the here-and-now.</li> <li>• I generate ideas for a given function e.g. “What can we eat/open?”</li> <li>• I generate ideas within a given story structure for something we might see, do or find in a given location (easier with familiar topics.)</li> <li>• I generate ideas when given one semantic link with no visual support e.g. something with a lid/ from the kitchen/that is shiny/etc.</li> </ul>	<p><b>4+ Skills</b></p> <ul style="list-style-type: none"> <li>• I accept flexible naming e.g. ‘animal’ for ‘horse’ or ‘bag’ for ‘rucksack.’</li> <li>• I offer simple definitions for familiar words e.g. “What is a hat?”</li> <li>• I generate five words for a simple semantic link e.g. things to eat</li> <li>• I give you a word that means the same thing as a given word.</li> <li>• I generate ideas when given two semantic links e.g. a fast thing that is a vehicle, something that is in the kitchen and is sharp.</li> </ul>	

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<b>Launchpad for literacy</b>  Expressive Language: Sentences	<b>3+ Skills</b> <ul style="list-style-type: none"><li>● I ask a variety of questions e.g. ‘What?’ ‘Where?’ and ‘Who?’</li><li>● I use word endings to indicate present tenses, plurals and negatives.</li><li>● I use language to choose and plan play/activities with visual support.</li><li>● I anticipate and join in with key phrases and events in familiar stories.</li><li>● I begin to use language out of the here-and-now. This is easier with familiar topics and the immediate past or future.</li><li>● I use more complex sentence structure and link thoughts, ideas and events with ‘and,’ ‘because’ and ‘so.’</li><li>● I use pronouns correctly</li><li>● I retell stories with visual support including the main events</li><li>● I recount simple, past events in the right order.</li><li>● I use a variety of tenses but still have immature irregular grammar.</li></ul>	<b>4+ Skills</b> <ul style="list-style-type: none"><li>● I use language to choose and plan play/activities without visual support.</li><li>● I participate in conversations without needing visual support</li><li>● I link sentences and generally stick to the topic of the conversation.</li><li>● I retell stories without visual support and can predict.</li><li>● I am beginning to tell my own stories.</li><li>● I ask why things happen and am beginning to offer explanations.</li><li>● I use talk to organise, sequence and clarify my thoughts and ideas.</li></ul>
<b>Launchpad for literacy</b>  Pragmatic: Conversation and Group	<b>3+ Skills</b> <ul style="list-style-type: none"><li>● I initiate interactions using talk. My range of ‘phrases’ to do so may still be limited.</li><li>● I begin to use talk to ‘ask.’</li><li>● I use talk to engage others and to share my thoughts and experiences</li><li>● I take turns with simple, rule-bound games such as ‘picture lotto’ or ‘dominoes.’</li><li>● I take on the intonation pattern and accent of the people around me</li><li>● I take turns to talk in a small group.</li><li>● I take turns in larger groups if props to indicate turns are used.</li></ul>	<b>4+ Skills</b> <ul style="list-style-type: none"><li>● I use sentences and simple manners to ‘ask.’</li><li>● I take turns in conversations and alter what I say depending on what the other person has said.</li><li>● I take turns to talk in larger groups with adult support or when a prop to indicate turns is used.</li><li>● I offer explanations and more detail when asked. I know how to ask others for clarification if I have not understood.</li><li>● I express my thoughts and opinions about a topic/activity when in a group or playing collaboratively.</li><li>● I ‘ask’ in a variety of ways.</li></ul>
<b>Launchpad for literacy</b>  Speech Sounds	<b>3+ Skills</b> <ul style="list-style-type: none"><li>● I add the consonants ‘k/c,’ ‘g,’ ‘f,’ ‘s’ and ‘y’ to my consonant range. I may begin to use ‘l.’</li><li>● I am becoming clearer although sound changes are still present.</li><li>● I add the consonants ‘z,’ ‘v,’ ‘sh,’ ‘ch,’ ‘j’ and ‘ng.’ I develop the consonant clusters ‘sp,’ ‘st,’ ‘sk/sc,’ ‘sm’ and ‘sn.’</li><li>● I am usually understood by others, even in connected speech.</li></ul>	<b>4+ Skills</b> <ul style="list-style-type: none"><li>● I develop the consonant clusters ‘pr,’ ‘pl,’ ‘br,’ ‘bl,’ ‘tr,’ ‘tw,’ ‘dr,’ ‘cr,’ ‘cl,’ ‘cw/q,’ ‘gr’ and ‘gl.’</li><li>● I use most phonemes consistently and ‘l,’ ‘r’ and ‘th’ are developing.</li><li>● I am intelligible to others most of the time, even to unfamiliar adults.</li><li>● I add the consonants ‘l,’ r’ and ‘th.’ I develop more complex clusters such as ‘spr,’ spl,’ ‘sps,’ ‘str,’ ‘scr’ and ‘skw/sq.’</li></ul>