



Communication & Language in Reception

	Autumn	Spring	Summer
Listening, Attention & Understanding	<ul style="list-style-type: none"> • Listen carefully to our teachers and friends during carpet time and play. • Show good listening by having our eyes looking, ears listening and lips waiting. • Follow simple instructions during our play and learning. • Join in with repeated, predictable parts of stories and rhymes. • Listen to stories and talk about what we notice — characters, pictures or events. • Begin to retell very familiar stories with support • Join in with simple familiar nursery rhymes and songs, using some words and actions. • Recall and talk about simple nursery rhymes we know. • Follow instructions with more than one step. 	<ul style="list-style-type: none"> • Listen for longer and with more focus during stories and information books, even when there are no pictures. • Follow longer instructions with two or more parts during our classroom routines and learning. • Talk about the important parts of a story — what happened first, next and last — and explain the message or meaning in my own words. • Stay focused during group discussions, listening to different ideas and sharing my own. • Answer “how” and “why” questions to show our understanding. • Ask our own questions to find out more about what we notice. • Take turns to listen to our friends’ ideas, respond to them and build on what they say adding our own thoughts • Use new topic words when talking about what we notice and understand (e.g., germinate, seedling, roots, stem, leaves, fasting, festival, Easter) taught through stories, rhymes and experiences. • Tell whole familiar stories using pictures to help us remember the order. • Understand and talk about processes and changes I observe such as how plants grow or how chicks hatch or weather. 	<ul style="list-style-type: none"> • Listen carefully and keep our attention for longer in whole class and small group discussions even when there are distractions and join in at the right time. • Understand and talk about ideas from different stories. • Show I understand by asking questions or explaining my thinking. • Learn and use new vocabulary linked to our summer themes (e.g., <i>life cycle, chrysalis, pollen, hive, journey, environment, holiday, water, change</i>) by using pictures, real objects, models and outdoor exploration. • Listen carefully to stories, rhymes and information books, remembering and talking about the important parts. • Process and follow three-step instructions during learning and play (e.g., “Put your magnifying glass away, wash your hands, then come to the carpet”). • Retell familiar stories in the correct order, including key events and characters. • Tell complete short stories with dialogue using puppets, small world or role-play props. • Begin to create our own endings or imaginative twists when retelling stories.

			<ul style="list-style-type: none"> • Answer open-ended and speculative questions (“What might happen if...?” “Why do you think...?”). • Talk about what we notice outdoors, describing changes in weather, plants, animals and minibeasts. • Comment on books as they are being read, sharing ideas, predictions and connections. • Create new story endings or alternative versions.
Speaking	<ul style="list-style-type: none"> • Join in when adults talk about our play using words, actions or gestures. • Respond to simple ‘who’ and ‘what’ questions.” • Talk about what I am doing and why. • Use new topic words when I talk about what I see and hear. • Use new words I’ve learned in my play. • Ask simple either/or questions to find out more. • Begin to talk in simple sentences to share an idea. • Use simple time words (now, next, later). 	<ul style="list-style-type: none"> • Use longer sentences (4–6 words) to share ideas clearly. • Use talk to explain thinking using words such as <i>and, because, so</i>. • Retell familiar stories using sequence language (first, next, then, finally). • Take turns in conversations, listening and responding to others. • Use talk to organise play, choose roles and solve simple problems. • Ask and answer questions (who, what, where, why, how). • Use new vocabulary from stories and topics in play and discussion. • Begin to describe characters, settings and events using interesting words. • Play with words, rhymes and poems, adding my own silly ideas. • Use new and exciting words to describe characters and settings in Drawing Club. • Talk about past and present events. 	<ul style="list-style-type: none"> • Use new topic vocabulary confidently when talking about our summer learning, play and outdoor discoveries (e.g., life cycle, chrysalis, pollen, habitat, journey, evaporation, environment). • Tell complete short stories with dialogue, using puppets, small world or role play props. • Generate our own imaginative narratives, adding original characters, settings or endings. • Speak in longer, well formed sentences (6–10 words) using a wider range of connectives such as when, if, after, before, so that. • Use talk to justify ideas (‘I think... because...’). • Use expressive voices, intonation and character language when performing stories or rhymes. • Give clear multi step instructions to others during games, teamwork or outdoor play. • Use more challenging adjectives, verbs and positional language to describe what we see or create (e.g., beneath, beside, above, delicate, wriggling, shimmering). • Ask and answer open ended questions to deepen our understanding (“What might happen if...?” “Why do you think...?”).

			<ul style="list-style-type: none"> • Ask thoughtful questions using who, what, where, when, why, how to deepen our understanding of the world. • Use precise vocabulary to compare, describe Explain processes and changes in detail (e.g., life cycles, weather changes, journeys, plant growth). • Build on others' ideas, adding suggestions that extend the play or discussion. • Use talk to plan our play, choose roles, negotiate, solve problems and work together.
Key Words & Phrases	Character, setting, rhyme, pattern, first, next, last Topic words linked to themes	Germinate, seedling, roots, stem, festival, tradition, lifecycle	Chrysalis, habitat, evaporation, environment, journey, transformation
How Adults Support Pupils in C&L	<ul style="list-style-type: none"> • Model clear, simple sentences and repeat children's language, extending it ("dog" → "the dog is running"). • Use visuals, gestures, Makaton and real objects to support understanding, particularly for EAL learners. • Provide consistent routines and clear expectations for listening (eyes looking, ears listening). • Pre-teach key vocabulary linked to stories and topics. • Read aloud daily using repetition, actions and expression to build understanding. • Ask simple "who" and "what" questions to support comprehension. • Model turn-taking in conversations and scaffold responses. • Provide structured opportunities for talk during play and guided group times. 	<ul style="list-style-type: none"> • Model longer sentences and extend children's ideas using connectives ("because", "and", "so"). • Use sentence stems ("I think... because...") to scaffold explanations. • Encourage back-and-forth conversation and turn-taking in talk. • Ask a range of questions (who, what, where, why, how) to deepen understanding. • Explicitly teach and revisit topic vocabulary through stories and play. • Model story retelling using props, story maps and sequencing language. • Support children to organise their talk when explaining or retelling ideas. • Provide guided group discussions and structured talk activities. 	<ul style="list-style-type: none"> • Model complex sentence structures with a range of connectives ("when", "if", "after"). • Encourage children to justify ideas ("I think... because..."). • Support children to retell and create stories independently. • Model precise vocabulary and expect children to use it in context. • Extend conversations, encouraging children to build on others' ideas. • Support children to give instructions, explain processes and solve problems through talk. • Provide opportunities for sustained talk in play, discussion and group learning. • Scaffold children to refine and clarify their ideas when speaking.

Experiences	<ul style="list-style-type: none"> • Join in Woodland Walks to Wallsend Park, looking at Autumn changes, weather, trees and wildlife and talking about what we see. • Join in Nature Makers sessions where children explore leaves, sticks, conkers and natural materials. • Children will explore the School Woodland Areas learning about Autumn • Meet topic visitors. • Take part in autumn treasure hunts (describing/observing) • Take part in outdoor storytelling sessions in the outdoor school areas. • Exploring light sources (torches, lamps, reflective materials) during darker evenings. • Planting bulb in the school gardens. • Join in with autumn and festival celebrations (Diwali, Bonfire Night, Christmas). • Visit the school library area, choosing books. • Role play linked to familiar experiences (home, shops, celebrations) 	<ul style="list-style-type: none"> • Join in Nature Makers sessions to create mini habitats, simple shelters or nature art. • Follow simple maps or picture routes around the school woodland areas to collect natural materials for a specific task (e.g., building a nest, making a story map) • Meet topic visitors • Take part in Spring investigations • Planting and growing (talk about processes) • Story retelling with puppets and small world • Map-based outdoor tasks (following and explaining instructions) • Festival learning (Easter, Ramadan if applicable) • Group storytelling (Building stories together) • Investigation sessions (talking through what is happening) 	<ul style="list-style-type: none"> • Visit to Hall Hill Farm (discussing animals, processes, experiences) • Grow tadpoles to frogs and caterpillars to butterflies. • Take part in our Summer Nature Makers sessions. • Harvest our herbs and vegetables. • Role play with real-life contexts (travel, vets, holidays) • Follow simple maps around the school grounds and to Wallsend Park (talking through routes and sequence) • Take part in sports day • Join in summer picnics in the school grounds. • Preform and 'end of year' show for our parents.
By Summer, children will be ready for Year 1 because they can:	<ul style="list-style-type: none"> • Listen for sustained periods • Follow 3-step instructions • Retell stories with structure • Speak in well-formed sentences • Use topic vocabulary accurately • Ask and answer open-ended questions • Explain processes and ideas 		