



Communication and Language in Nursery

	Autumn	Spring	Summer
Listening, Attention & Understanding	<ul style="list-style-type: none"> Respond to our own name Show our understanding through actions before words. Use visual cues to support our understanding. Listen and look when we sing our favourite rhymes together. Copy the actions and start to join in with the words we know. Play next to an adult and watch what they are doing when they talk about our play. Join in with the easy, repeated parts of songs and rhymes. Join in with my favourite rhymes using some of the words, lines and actions I remember. Look at books with an adult for a short time, looking at the pictures and listening to the story. Pay attention for a little longer during group times and familiar routines. 	<ul style="list-style-type: none"> Keep focused to the end of our stories without prompts. Guess what might happen at the end of a story I know well. Show I enjoy stories and rhymes by smiling, laughing or joining in with my favourite parts. Join in with longer bits of my favourite rhymes, using some of the words, lines and actions. Say some familiar rhymes all by myself because I know them really well. Tell you which rhymes and songs I like best. Follow simple two-step instructions when an adult asks me to. (e.g., "Put the cup on the table and get your coat.") Begin to understand simple prepositions (in/on/under). Join in with repeated refrains in familiar stories. Retell parts of a story using pictures or props. 	<ul style="list-style-type: none"> Join in with very familiar repeated parts in stories and books. Answer simple 'how' and 'where' questions. Talk about pictures, illustrations and logos by answering simple questions about what I see. Know lots of rhymes and tell you which ones I like best and join in with the parts I know. Begin to "read along" with very familiar books. Talk about the story while it is being read to me noticing characters, actions or events. Sequence simple events using pictures. Follow two-step instructions consistently and begin to apply this during play and routines without adult prompts. Spot the difference between the words and the pictures in a book. Comment on books as they are being read, sharing ideas or noticing details. Understand simple time concepts (now/next/later). Begin to explain what is happening in a story or picture using simple sentences.
Speaking	<ul style="list-style-type: none"> Use single words to express our needs (e.g., 'more', 'help', 'mine'). Begin to copy simple sentence frames ('I want...', 'Look, a...'). 	<ul style="list-style-type: none"> Use simple sentences of 3–4 words. Start simple back-and-forth talk about my play. Use more words or little phrases when I talk to an adult about what I'm playing with. 	<ul style="list-style-type: none"> Use actions, words or signs to help me talk clearly to my teachers and friends. Ask and answer simple "why" and "how" questions using short phrases or sentences.

	<ul style="list-style-type: none"> • Use gesture + word combinations ('more juice', 'mummy gone'). • Use words or little phrases to join in with rhymes and songs I know. • Use simple words or actions to talk about what I see in a book. • Use words, phrases or gestures to join in when an adult talks about our play. • Try new words and actions that adults use during stories, songs and play. • Begin to use new vocabulary that adult's model during play. 	<ul style="list-style-type: none"> • Take turns in short conversations about my play and learning • Answer simple "why" questions about what I'm doing or what is happening. • Use words, phrases or actions to join in when an adult talks about our play. • I can answer open-ended questions about my play or a story. (e.g., "What do you think will happen?" "How did you make that?") • Begin to use plurals ('cats', 'cars'). • Use talk to share feelings ('I sad', 'I cross'). 	<ul style="list-style-type: none"> • Use talk to explain what I am doing and what I need in my play. • Use talk to organise my play — choosing resources, giving roles and directing others ('You be mummy, I be baby'). • Use new vocabulary from stories in play." • Talk about things that happened before and things happening now, using the right words for time. • Finish simple "because..." or "so..." sentences to explain my ideas. • Children begin to use new vocabulary in play and conversations. • Join in simple conversations with adults or friends during play. • Use talk confidently during play, learning and interactions with adults and peers. • Use past tense irregulars in emerging form ('I goed', 'I sawed').
Key Words & Phrases	<p>Core: me do, I do, you do, mine, look, stop, go, more, again</p> <p>Concepts: big, small, up, down, round</p> <p>Social: my turn, your turn</p> <p>Story words: character names from core books. Words from simple nursery rhymes</p>	<p>Core: why, next, first, because, the end,</p> <p>Concepts: on, under, behind</p> <p>Story words: problem, fix, help</p>	<p>Core: yesterday, today, tomorrow then, now, he is doing, they are doingis happening</p> <p>Concepts: longer, shorter, heavier</p> <p>Story words: beginning, middle, end</p>
How Adults Support Pupils in C&L	<ul style="list-style-type: none"> • Build strong relationships and secure attachments to support attention, confidence and communication. • Model simple language, repeating and expanding children's words (e.g. "ball" → "big ball"). 	<ul style="list-style-type: none"> • Model and extend simple sentences (e.g. "I want juice" → "I want more juice please"). • Use sustained shared thinking to extend conversations during play. • Ask simple open questions ("What are you doing?" "Where is it?"). • Introduce and repeat new vocabulary through stories, play and routines. 	<ul style="list-style-type: none"> • Model longer sentences and encourage children to use them ("The caterpillar is eating the big green leaf"). • Introduce and revisit vocabulary linked to summer topics (minibeasts, growing, journeys). • Encourage children to explain their thinking using "because" and "so".

	<ul style="list-style-type: none"> • Use gestures, visuals, objects and Makaton to support understanding and early communication. • Narrate play (“You’re pouring the water... it’s going in...”) to model language in context. • Sing rhymes daily with actions, encouraging imitation and participation. • Use consistent routines and repetition to support understanding and anticipation. • Give simple one-step instructions supported by gesture and modelling. • Provide sustained shared attention through 1:1 and small group interactions. • Respond immediately to children’s attempts to communicate (words, gestures, sounds). 	<ul style="list-style-type: none"> • Model turn-taking in conversations and scaffold back-and-forth talk. • Give clear two-step instructions with visual and verbal support. • Encourage children to retell simple stories using props and prompts. • Support understanding of basic concepts (in/on/under) through play and demonstration. • Provide time and space for children to respond and initiate talk. 	<ul style="list-style-type: none"> • Provide small-group language sessions focused on retelling, sequencing and describing. • Scaffold children to retell and sequence events using prompts and visuals. • Encourage children to talk about past events using simple time language (“yesterday”, “last time”). • Use visuals and story maps to support children’s retelling of familiar stories. • Model and encourage question-asking (“What’s inside?”, “Where is it?”, “Who is coming?”). • Support EAL/SEND learners with repetition, visuals, sentence stems and pre-teaching. • Celebrate children’s attempts at speaking in longer phrases or sentences to build confidence. • Model how to organise play using talk (“You be the baby... I’ll be mummy... let’s go to the shop”). • Model storytelling language and sentence structures. • Introduce and revisit time language (now, next, later, yesterday). • Support children to use new vocabulary confidently in play and conversation.
<p>Experiences</p>	<ul style="list-style-type: none"> • Take part in Nature Makers sessions in our EYFS outdoor areas. • Explore the school garden with adults modelling vocabulary for weather, leaves, puddles and autumn changes. • Take part in daily snack time conversations, with adults modelling simple choices (“apple or banana?”). 	<ul style="list-style-type: none"> • Take part in Nature Makers sessions in our EYFS outdoor areas and school woodland areas exploring buds, worms, mud and blossom. • Join in with our local library visitors. • Join in with our topic visitors. • Go for woodland walks in the school grounds or local green spaces. 	<ul style="list-style-type: none"> • Attend Little Ducklings Swimming sessions FOR water-confidence play with adults. • Take part in Nature Makers summer sessions, exploring minibeasts, flowers, water channels and natural materials. • Go on minibeast hunts in the school garden, using magnifying glasses.

	<ul style="list-style-type: none"> • Go on short walks around the school grounds. • Watch and listen to visitors such as the caretaker, office staff or lunchtime supervisors, learning simple community vocabulary. • Visit the Rising Sun Country Park. • Take part in daily nursery rhyme and song sessions with repetition and actions • 1:1 and small group book sharing • Treasure baskets and sensory exploration • Routine-based talk (snack time, tidy up, transitions) • Take part in adult-led attention games (e.g. listening games, cause and effect) • Parallel play with adult narration • Story sacks and simple storytelling with props • Turn-taking games (“my turn, your turn”) 	<ul style="list-style-type: none"> • Cook or food-tasting experiences linked to festivals (pancakes, noodles, fruit). • Join in with visitors linked to the community, such as the lollipop person or school cook. • Explore the planting area, talking about seeds, soil and watering. • Explore ice, water and mud outdoors. 	<ul style="list-style-type: none"> • Take part in outdoor storytelling sessions, using story maps, props and actions to retell familiar tales. • Join in Summer celebrations (picnic day, sports day). • Explore shadows and sunshine in the playground. • Visiting the school allotment, picking herbs or vegetables and talking about how they grew. • Visit Wallsend Park • Join in with our topic visitors.
<p>By Summer, children will be ready for Reception because they can:</p>	<ul style="list-style-type: none"> • Follow two-step instructions • Talk in simple sentences • Join in with repeated refrains • Answer simple “why” questions • Use talk to organise play 		