



**St Joseph**  
Catholic Multi Academy Trust



# Reception

Communication and Language

## Communication and Language

**Educational Programmes:** 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.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding	Knowledge and Skills	Demonstrate ‘focusing attention’ by being able to focus and refocus their attention by themselves.	Listen to familiar stories with increasing attention <i>and</i> recall.	Demonstrate ‘two-channelled attention’ by maintaining focus on an activity but also listening to what is being said without stopping.	Follow instructions and directions without any visual prompts or cues.	Understand humour within rhymes and jokes.	Demonstrate ‘integrated attention’ by shutting out unwanted and unrelated information and concentrating only on what is necessary.
		Listen to others in one-to-one or small groups.	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Respond to instructions with more complex elements.	Demonstrate active listening during conversations through eye contact and non-verbal responses.	Listen and respond to ideas expressed by others.	Follow a story without pictures or props.
Listen to familiar stories with increasing attention.							
Understand the use of objects.			Show understanding of prepositions such as under, on top, behind.				

<b>Speaking</b>	<b>Knowledge and Skills</b>	Talk about experiences that are familiar to them.	Understand and respond appropriately to 'what' questions.	Understand and respond appropriately to who, when and where questions.	Understand and respond appropriately to why and how questions.	Understand a range of complex sentence structures including negatives, plurals and tense markers.	Introduce a storyline or narrative into their play.
		Confidently express a point of view using words and sentences involving four to six words.	Retell a simple past event in correct order.	Use intonation, rhythm and phrasing to make the meaning clear to others.	Use talk to explain what is happening and anticipate what might happen next.	Express ideas confidently using past and present tense in extended sentences.	Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
		Start conversations with those around them.	Use talk in pretending that objects stand for something else in play.				

<b>Implementation</b>	<ul style="list-style-type: none"> <li>- Signal when you want children to listen through the use of the 'team stop' signal.</li> <li>- Regularly link listening with learning, promoting and modelling active listening skills.</li> <li>- Identify new vocabulary before planning activities across all areas of learning and continuous provision.</li> <li>- Model words and phrases relevant to the area being taught, deliberately and systematically.</li> <li>- Ensure that previously taught vocabulary is used repeatedly and reviewed within different contexts.</li> <li>- All adults must use complete sentences in their everyday talk, and explicitly teach the meaning of new words.</li> <li>- Use quality stories and books, to focus children's attention on predictions and explanations. Including RWI talk through stories texts.</li> </ul>
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**Early Learning Goal**

**Listening, Attention and Understanding**  
Children at the expected level of development will:

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**Speaking**  
Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- 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.

**Religious Education within Communication and Language:** Religious education in a language-rich environment.  
Teaching and learning through...*wonder, awe, playing, exploring, active learning, creating, and thinking critically.*

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
<ul style="list-style-type: none"> <li>- Commenting on and echoing back key religious vocabulary about what children have heard, how people believe, celebrate, and live.</li> </ul>	<ul style="list-style-type: none"> <li>- Providing quality conversations and questions with adults and peers about the Catholic faith, other faiths and religions, and from the Bible and religious stories they have heard.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing their understanding and what they are wondering about with support.</li> </ul>
<ul style="list-style-type: none"> <li>- Engaging children in Bible and religious stories that enable them to use new key religious words and phrases from Scripture, hymns, and prayers.</li> </ul>	<ul style="list-style-type: none"> <li>- Using the Bible and religious stories they have heard in conversation, storytelling, and role-play.</li> <li>- Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers, and hymns they have heard and used.</li> </ul>	<ul style="list-style-type: none"> <li>- Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs.</li> </ul>

### RELG: Religious Education Learning Goal

Children at the expected level of development will:

- Listen attentively and respond to Bible and religious stories with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions as well as class, school prayer and liturgy.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.

### Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced religious vocabulary.
- Offer explanations for why things might happen, making use of recently introduced key religious vocabulary.
- Express their ideas and feelings about their religious experiences using full sentences with modelling and support from their teacher.