

Educational Programme	Development Matters Breakdown	Component Parts	Explicit Teaching			Early Learning Goal
			Autumn	Spring	Summer	
<p>Communication and Language:</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</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<ul style="list-style-type: none"> <li>Know what a story is</li> <li>Know how to listen</li> <li>Can focus for the duration of the story</li> <li>Answer questions about the story/ retell it</li> </ul>	Talk for Writing.	Talk for Writing.	Talk for Writing.	<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <p>Children at the expected level of development will:</p> <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.</li> </ul>
	<p>Pay attention to more than one thing at a time, which can be difficult.</p>	<ul style="list-style-type: none"> <li>To know how to pay attention</li> <li>To be able to pay attention to 1 thing</li> <li>To be able to pay attention to more than 1 thing</li> </ul>	<p>Small steps. Focus on gaining attention with name. Visual and audible cues.</p>	<p>Small steps. Focus on gaining attention with name. Visual and audible cues.</p>	<p>Small steps. Focus on gaining attention with name. Visual and audible cues.</p>	
	<p>Use a wider range of vocabulary.</p>	<ul style="list-style-type: none"> <li>Planned opportunities to be introduced to new vocabulary</li> <li>Teacher to model new vocabulary</li> <li>Practise saying the word correctly</li> <li>Say the agreed definition together</li> <li>Provide opportunities/</li> </ul>	<p>Talk for writing. Colourful semantics</p>	<p>Talk for writing. Colourful semantics</p>	<p>Talk for writing. Colourful semantics</p>	

<p>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</p>		provision to promote use of the word				<b>ELG: Speaking</b>
	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<ul style="list-style-type: none"> <li>Know what a question is</li> <li>Know what an instruction is</li> <li>Answer 1 part questions before moving on to 2 parts</li> <li>Follow 1 part instructions before moving on to 2 parts</li> </ul>	<p>Small step instructions.</p> <p>Using name to focus attention.</p> <p>Percy Progress to support steps</p>	<p>Small step instructions.</p> <p>Using name to focus attention.</p> <p>Percy Progress to support steps</p>	<p>Using name to focus attention.</p>	<p>Children at the expected level of development will:</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> </ul>
	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<ul style="list-style-type: none"> <li>To know what a question is</li> <li>To know the meaning of 'why'</li> </ul>	<p>Colourful semantics-working on 'who', 'what doing' and 'what'</p>	<p>Talk for Writing incorporating Colourful Semantics</p>	<p>Understanding the World-Taught and through provision indoors and outdoors</p>	
	<p>Sing a large repertoire of songs.</p>	<ul style="list-style-type: none"> <li>Know how to listen</li> <li>Know what a song is</li> <li>To know what singing is</li> <li>Join in during singing sessions</li> <li>Recite/ sing them at other times of the day independently</li> </ul>	<p>Weekly whole Nursery/daily singing sessions.</p> <p>Nursery Christmas Concert</p>	<p>Weekly whole Nursery/daily singing sessions.</p>	<p>Weekly whole Nursery/daily singing sessions.</p>	

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modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	<ul style="list-style-type: none"> <li>• Know what a rhyme is</li> <li>• Join in during 'Nursery Rhyme Time'</li> <li>• Recite/ sing them at other times of the day independently</li> <li>• Be familiar with some books</li> <li>• To be able to construct what they would like to say about the book</li> <li>• Verbalise their thoughts</li> <li>• Know a story has a beginning, middle and an end</li> </ul>	Poem of the week.  Talk for Writing.  Daily story time.	Poem of the week.  Talk for Writing.  Daily story time	Poem of the week.  Talk for Writing.  Daily story time	
	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	<ul style="list-style-type: none"> <li>• To be able to communicate verbally</li> <li>• To know there is a difference between how we say things that are happening now and things that happened in the past</li> <li>• Know the common rule of adding 'ed' for past tense</li> </ul>	Colourful Semantics.  Modelled language in continuous provision  Mirrored phrases in continuous provision	Colourful Semantics.  Modelled language in continuous provision  Mirrored phrases in continuous provision	Colourful Semantics.  Modelled language in continuous provision  Mirrored phrases in continuous provision	

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		<ul style="list-style-type: none"> <li>To be able to repeat modelled language of correct past tense words</li> <li>Use the modelled tenses accurately at other times</li> </ul>				
	<p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>some sounds: r, j, th, ch, and sh</li> <li>multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are different sounds</li> <li>To know they need to practise saying each sound</li> <li>To know that there are shorter and longer words</li> <li>Have a go at using longer words</li> <li>To be able to repeat modelled multi syllabic words</li> <li>Use the modelled words accurately at other times</li> </ul>	<p>Talk for Writing sessions focus on new vocabulary.</p> <p>Listening skills for sounds and words</p> <p>Modelling and mirroring language.</p>	<p>Daily phonics sessions</p> <p>Talk for Writing sessions focus on new vocabulary.</p>	<p>Daily Phonics sessions</p> <p>Understanding the World taught sessions</p> <p>Talk for Writing sessions focus on new vocabulary.</p>	
	<p>Use longer sentences of four to six words.</p>	<ul style="list-style-type: none"> <li>Know what a sentence is</li> <li>Plan a sentence in their head</li> </ul>	<p>Talk for writing.</p> <p>Colourful Semantics</p>	<p>Talk for writing.</p> <p>Colourful Semantics</p>	<p>Talk for writing.</p> <p>Colourful Semantics</p>	

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		<ul style="list-style-type: none"> <li>• Speak their words using a complete sentence</li> </ul>				
	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.	<ul style="list-style-type: none"> <li>• To construct their own thoughts/ opinions</li> <li>• To verbally give their view</li> <li>• Know it is ok to disagree respectfully</li> <li>• Be able to listen to another point of view</li> <li>• Be open minded to changing their opinion</li> <li>• Be able to respond to a different opinion respectfully</li> </ul>	RSHE lessons Values Lessons: Respect	RSHE Lessons  Story time- Emotions links.  Verbal cues to support language development.	RSHE lessons  Story time – PSED links	
	Start a conversation with an adult or a friend and continue it for many turns.	<ul style="list-style-type: none"> <li>• To understand what a conversation is</li> <li>• To know how to take turns</li> <li>• To have a subject to talk about</li> <li>• Know how to initiate a conversation</li> </ul>	Talk partners during carpet sessions.  No hands up rule.  Role- play indoors and outdoors- leading play	Talk partners during carpet sessions.  No hands up rule.  Role- play indoors and outdoors-	Talk partners during carpet sessions.  No hands up rule.  Role- play indoors and outdoors-	

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		<ul style="list-style-type: none"> <li>• Know how to listen to the other person</li> <li>• Know how to respond</li> </ul>	(home corner-mud kitchen-train and houses)	supporting play (home corner-mud kitchen-train and houses)	being part of play. (home corner-mud kitchen-train and houses)	
	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	<ul style="list-style-type: none"> <li>• To be able to talk kindly to peers</li> <li>• To be able to play with another child</li> <li>• To understand the scenario in which they wish to play</li> <li>• To be able to sequence their ideas</li> </ul>	Role- play indoors and outdoors-leading play (home corner-mud kitchen-train and houses)	Role- play indoors and outdoors-supporting play (home corner-mud kitchen-train and houses)	Role- play indoors and outdoors-being part of play. (home corner-mud kitchen-train and houses)	