

Reception

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 interested in or</p>	<p>Understand how to listen carefully and why listening is important.</p>	<ul style="list-style-type: none"> <li>Look at the person who is speaking</li> <li>Have eye contact</li> <li>Focus on the person speaking</li> <li>Mindfully hear what they are saying</li> <li>Understand what they are saying eg giving instruction, asking a question</li> <li>Respond appropriately</li> </ul>	<p>Mindful Listening Lesson</p> <p>Helicopter Stories- role of listener</p>	<p>Helicopter Stories- role of listener</p>	<p>Helicopter Stories- role of listener</p>	<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>Learn new vocabulary.</p>	<ul style="list-style-type: none"> <li>Planned opportunities for teachers to use new vocabulary</li> <li>Agreed definition of word across year group</li> <li>Pronounce the word correctly- I do/ you do</li> <li>Practise saying the definition- I do/ you do</li> </ul>	<p>Daily- Star Vocabulary in Maths/ Maths Mastery</p> <p>Weekly- Identified vocabulary in each Challenge</p>	<p>Daily- Star Vocabulary in Maths/ Maths Mastery</p> <p>Weekly- Identified vocabulary in each Challenge</p>	<p>Daily- Star Vocabulary in Maths/ Maths Mastery</p> <p>Weekly- Identified vocabulary in each Challenge</p>	
	<p>Use new vocabulary through the day.</p>	<ul style="list-style-type: none"> <li>Planned opportunities/ provision for the word to be used by</li> </ul>	<p>Daily- Star Vocabulary in Maths/ Maths Mastery</p>	<p>Daily- Star Vocabulary in Maths/ Maths Mastery</p>	<p>Daily- Star Vocabulary in Maths/ Maths Mastery</p>	

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<p>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>		teacher and the children	Weekly-Identified vocabulary in each Challenge	Weekly-Identified vocabulary in each Challenge	Weekly-Identified vocabulary in each Challenge	<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>
	Ask questions to find out more and to check they understand what has been said to them.	<ul style="list-style-type: none"> <li>• Know what a question is</li> <li>• Recognise tone of voice in a question</li> <li>• Know when a question is being asked</li> <li>• Ask a general question</li> <li>• Ask a relevant question to find out more</li> <li>• Ask a relevant question to help them understand</li> </ul>	Each Challenge-KWHL Grid Lesson	Each Challenge-KWHL Grid Lesson	Each Challenge-KWHL Grid Lesson	
	Articulate their ideas and thoughts in well-formed sentences.	<ul style="list-style-type: none"> <li>• Know what an idea is</li> <li>• Know what a thought is</li> <li>• Know what a sentence is</li> <li>• Plan a sentence in their head</li> <li>• Speak their words using a complete sentence</li> </ul>	Daily- Maths/ Maths Mastery/ English/ Afternoon Lessons- STEM sentences	Daily- Maths/ Maths Mastery/ English/ Afternoon Lessons- STEM sentences	Daily- Maths/ Maths Mastery/ English/ Afternoon Lessons- STEM sentences	

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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.		<ul style="list-style-type: none"> <li>Understand what past, present, future tense is</li> <li>Use the appropriate tense when speaking</li> <li>Use STEM sentences</li> </ul>				
	Connect one idea or action to another using a range of connectives.	<ul style="list-style-type: none"> <li>Know what an idea/ action is</li> <li>Be exposed to a range of connectives (Five Finger Retell- <i>first, then, next, after that, finally</i>) <i>because, and</i></li> <li>Understand what a connective is</li> <li>Teacher model use of connectives</li> <li>Use known connectives in different contexts</li> </ul>	Daily- Five Finger Retell in Story Time  Talk for Writing Texts	Daily- Five Finger Retell in Story Time  Talk for Writing Texts	Daily- Five Finger Retell in Story Time  Talk for Writing Texts	
	Describe events in some detail.	<ul style="list-style-type: none"> <li>Know what an event is</li> <li>Understand sequence/ order</li> <li>Identify the key information in an event</li> <li>I do/ we do/you do retelling events</li> </ul>	Daily- Five Finger Retell in Story Time  Talk for Writing Texts	Daily- Five Finger Retell in Story Time  Talk for Writing Texts	Daily- Five Finger Retell in Story Time  Talk for Writing Texts	

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		<ul style="list-style-type: none"> <li>• Understand what past, present, future tense is</li> <li>• Use the appropriate tense when speaking</li> </ul>				
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	<ul style="list-style-type: none"> <li>• Know that they use words and not actions</li> <li>• Know what a problem is</li> <li>• Recognise the feelings they may have</li> <li>• Know how to regulate</li> <li>• Be able to regulate/ calm down</li> <li>• Plan sentence before speaking- time to think</li> <li>• Speak sentence calmly</li> <li>• Listen to other views</li> <li>• Respect/ accept other views</li> <li>• Understand sequence/ order</li> <li>• Know appropriate sentence starters eg <i>I think that</i></li> </ul>	Half Termly- Mind Up Lessons	Half Termly- Mind Up Lessons  Week Long Literacy Units- Debates- Cinderella, The Three Little Pigs, Jack and the Beanstalk	Half Termly- Mind Up Lessons	

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		<ul style="list-style-type: none"> <li>Understand what past, present, future tense is</li> <li>Use the appropriate tense when speaking</li> </ul>				
	Develop social phrases.	<ul style="list-style-type: none"> <li>Know what a phrase is</li> <li>Know how some phrases are acceptable whilst others are not</li> <li>Distinguish between the two</li> <li>Choose to use appropriate phrases</li> </ul>	Talk for Writing Texts	Talk for Writing Texts	Talk for Writing Texts	
	Engage in story times.	<ul style="list-style-type: none"> <li>Know it is story time (song)</li> <li>Know what a story is</li> <li>Know how to listen</li> <li>Know expectations of story time</li> <li>Know how to sit and listen OR</li> <li>Know how to participate</li> </ul>	Daily- Story Time  Talk for Writing Texts	Daily- Story Time  Talk for Writing Texts	Daily- Story Time  Talk for Writing Texts	
	Listen to and talk about stories to build familiarity	<ul style="list-style-type: none"> <li>Know how to listen to a story</li> </ul>	Daily- Story Time, Five Finger Retell	Daily- Story Time, Five Finger Retell	Daily- Story Time, Five Finger Retell	

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	and understanding.	<ul style="list-style-type: none"> <li>• Know how to plan thoughts in to sentences</li> <li>• Get to know the story</li> <li>• Share ideas about the story in sentences</li> <li>• Answer questions about the story</li> <li>• Understand what past, present, future tense is</li> <li>• Use the appropriate tense when speaking</li> </ul>	Talk for Writing Texts	Talk for Writing Texts	Talk for Writing Texts	
	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	<ul style="list-style-type: none"> <li>• Know the story</li> <li>• Tell the story often - I do/ we do/ you do</li> <li>• Retell the story- Five Finger Retell</li> <li>• Understand what past, present, future tense is</li> <li>• Use the appropriate tense when speaking</li> </ul>	Daily- Story Time, Five Finger Retell  Talk for Writing Texts	Daily- Story Time, Five Finger Retell  Talk for Writing Texts	Daily- Story Time, Five Finger Retell  Talk for Writing Texts	
	Use new vocabulary in	<ul style="list-style-type: none"> <li>• Planned opportunities to be</li> </ul>	Daily- Star Vocabulary in	Daily- Star Vocabulary in	Daily- Star Vocabulary in	

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	different contexts.	<p>introduced to new vocabulary</p> <ul style="list-style-type: none"> <li>Teacher to model new vocabulary</li> <li>Practise saying the word correctly</li> <li>Say the agreed definition together</li> <li>Provide opportunities/ provision to promote use of the word</li> </ul>	<p>Maths/ Maths Mastery</p> <p>Weekly- Identified vocabulary in each Challenge</p>	<p>Maths/ Maths Mastery</p> <p>Weekly- Identified vocabulary in each Challenge</p>	<p>Maths/ Maths Mastery</p> <p>Weekly- Identified vocabulary in each Challenge</p>	
	Listen carefully to rhymes and songs, paying attention to how they sound.	<ul style="list-style-type: none"> <li>Know how to listen</li> <li>Know what a rhyme is</li> <li>Know what a song is</li> <li>Know what sound is</li> <li>Know how to pay attention/ focus</li> </ul>	Daily- Nursery Rhyme Time	Daily- Nursery Rhyme Time	Daily- Nursery Rhyme Time	
	Learn rhymes, poems and songs.	<ul style="list-style-type: none"> <li>Know how we learn</li> <li>Know what a poem, rhyme and a song are</li> <li>Join in during 'Nursery Rhyme Time' and other lessons where singing</li> <li>Recite/ sing them at other times of the day independently</li> </ul>	Daily- Nursery Rhyme Time	Daily- Nursery Rhyme Time	Daily- Nursery Rhyme Time	

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	Engage in non-fiction texts.	<ul style="list-style-type: none"> <li>• Know what a non-fiction text is</li> <li>• Be exposed to them daily</li> <li>• Listen to them during story time</li> <li>• Know it is story time (song)</li> <li>• Know how to listen</li> <li>• Know expectations of story time</li> <li>• Know how to sit OR</li> <li>• Know how to participate</li> </ul>	Week Long Literacy Units: Four Seasons Books- Autumn, Winter, Spring, Summer	Week Long Literacy Units: Animal Encyclopaedia	Week Long Literacy Units: Animal Encyclopaedia	
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<ul style="list-style-type: none"> <li>• Know how to listen</li> <li>• Know how to plan thoughts in to sentences</li> <li>• Get to know the information</li> <li>• Share ideas about the text in sentences</li> <li>• Answer questions about the text</li> <li>• Understand what past, present, future tense is</li> <li>• Use the appropriate tense when speaking</li> </ul>	Week Long Literacy Units: Four Seasons Books- Autumn, Winter, Spring, Summer	Week Long Literacy Units: Animal Encyclopaedia	Week Long Literacy Units: Animal Encyclopaedia	



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