



# Communication & Language

## Block 1

## Block 2

## Block 3

PN

V

Vocabulary

O

Objectives

C

Concepts

U

Understanding and Knowledge

S

Skills

Mummy,Daddy and other family/significant persons' names  
Hello and goodbye or equivalents  
Please, thank you  
Some emotions eg, 'sad' 'happy'  
Yes / No

Enjoy singing, music and toys that make sounds.  
Enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations.  
Recognise, respond and are calmed by a familiar and friendly voice  
Listen and respond to a simple instruction.  
Show single channelled attention.

Gaining attention and making contact  
Positive relationships  
Self- confidence  
Speaking and listening  
Simple oracy (up to 50 words)

To know when to apply the names of significant people  
To begin to understand when to use simple social etiquette eg, welcoming/saying goodbye, please/thank you.  
To begin to understand some emotions e. happy/sad/tired .

I know when to use the names of the significant people in my life  
I can greet people- (hello, bye)  
I can say please and thank you in context.  
I can recognise when I'm feeling happy or sad  
I can listen for short periods to rhymes and stories.  
I can sing some songs/nursery rhymes.

Body parts (head, hands, arms, legs, toes, eyes, mouth, nose)  
Feelings eg. 'I am happy / I am angry'  
Colour names  
Please, thank you, Wait,  
Various two/three words phrases: My turn, Your turn, more milk please

Listen and respond to a simple instruction  
Show interest in play with sounds, songs and rhymes.  
Listen to simple stories and understand what is happening, with the help of the pictures.  
Start to say how they are feeling, using words as well as actions.  
Start to develop conversation (but may jump from topic to topic)  
Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.  
Develop making themselves understood.  
Follow simple instruction (eg. 'wash dolly's face')

Following instruction - understanding  
Attention and concentration  
Developing literacy skills - building a repertoire of songs, stories, rhymes and vocabulary  
Developing play skills - pretend play  
Developing oracy - through speech sounds and increasing vocabulary

Developing listening skills  
Developing oracy and rhyme skills  
Know a variety of words and apply them in communication  
Understanding instructions  
Understand and apply 'real life' contexts into pretend play

I can apply the vocabulary I know, including naming parts of my body, colours and feelings.  
I can begin to use my words to communicate my thoughts and ideas.  
I can listen to and join in with some songs, nursery rhymes and familiar stories.  
I am starting to engage with some pretend play.  
I can start to follow instructions of 3 words

Animals (cow, pig, hen, sheep, duck)  
Some nursery rhymes  
Some weather words: sun, rain, cloudy  
Multi-sylabic words such as 'banana' and 'computer'  
Links up to 5 words together using pronouns and prepositions eg 'I put dolly in here'

Enjoy listening to longer stories and can remember much of what happens.  
Pay attention to more than one thing at a time, which can be difficult.  
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').  
Use a wider range of vocabulary  
Identify familiar objects and properties  
Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Literacy development - through rhyme and stories  
Developing oracy (around 300 words) -use of pronouns, prepositions, descriptive language and function  
Listening and attention  
Understanding (questions, instructions)

A developing bank of vocabulary, especially during pretend play.  
A developing knowledge of understanding ways to communicate, through linking up to 5 words together.  
Developing understanding of call and response.  
Developing listening skills for longer periods of time.  
Understanding simple questions

I am developing my repertoire of songs, nursery rhymes, and vocabulary.  
I can follow instructions.  
I can answer who, what, where questions (blank level 2)  
I can use pronouns ('I, me, she, he') and prepositions ('in, on, under')  
I can listen for a longer period of time ( story session, circle time).  
I can re-call some parts of a story.



N

# Communication & Language

## Block 1

## Block 2

## Block 3

V

Vocabulary

To use the language from familiar stories.  
To understand simple instructions:  
"Can you put the pencil in the pot?"

To use a variety of tenses such as run, ran.  
Recasting: 'I swam in the sea', 'I swam in the sea too'  
To know a range of language linked to songs and rhyme  
'I think this because...'

Phrases and sentences associated with familiar stories, various nursery rhymes, songs  
Sentences joined up with words like 'because', 'or', 'and' eg. "I like ice cream because it makes my tongue shiver".

O

Objectives

To enjoy listening to longer stories and can remember much of what happens  
To pay attention to more than one thing at a time, which can be difficult.  
To use a wider range of vocabulary.  
To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Sing a large repertoire of songs.  
Develop their communication as well as developing their use of tenses  
Use longer sentences of four to six words.  
To begin to develop expressing a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
Develop their pronunciation of most sounds.  
Start a conversation with an adult or a friend and continue it for many turns.  
To develop future and past tense: "I am going to the park" and "I went to the shop"?  
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

C

Concepts

Active listening  
Language Development  
Exploring Rhyme  
Confidence  
Awareness  
Following instructions

Understanding of tenses  
Language development- sentence structure (oracy)  
Awareness of their viewpoints and others

Active listening for a longer period  
Language Development - speaking in increasingly complex sentences  
Confidence  
Awareness  
Understanding of questions

U

Understanding and Knowledge

To begin to understand to the understand the skills of active listening.  
To develop an understanding of new vocabulary.  
To development an awareness of listening to others.

To develop new vocabulary  
To remember and sing songs

Develop an increasing bank of vocabulary (around 1,500 words)  
Use past and future tenses  
Developing understanding of call and response.  
Developing listening skills for longer periods of time.  
Understanding simple questions  
To develop an understanding of why questions

S

Skills

I can remember key points of a story.  
I can switch my attention when my name is called.  
I can use new vocabulary.  
I can follow a complex instruction (more than one part).

I can begin to understand why questions.  
I can sing variety of songs.  
I can develop my use of tenses.  
I can speak in longer sentences (6 words or more).  
I can my words to express my thoughts and feelings.

I can talk about a story.  
I can start a conversation and take turns to talk.  
I can use sentences of four to six words – "I want to play with the cars".  
I can understand why questions and am beginning to answer 'why' questions.  
I can use future and past tense eg. I am going to the park. I went to the shop



# Communication & Language

## Autumn

## Spring

## Summer

R

V

Vocabulary

Good morning, please, thank you, how are you  
'I know you're listening because you are looking at me'  
'Let's be quiet so I can concentrate on what you are saying'  
'Log and dog - they sound the same.'

Uses a range of connectives: *because, and, then, but, so*  
To develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every

Vocabulary influenced by the stories they have read.  
Vocabulary linked to Non fiction texts

O

Objectives

To display active listening  
To use new vocabulary matched to learning experience  
To be able to answer a variety of questions.Children to answer who, where and when questions.  
To show a developing enjoyment in poems, rhymes and stories.  
To begin to notice how some words sound and begin to join in by predicting rhyming words.  
To listen to and talk about stories developing familiarity and understanding.

To connect ideas using a range of connectives.  
To use new vocabulary in new concepts.  
To begin to articulate their ideas and thoughts in well formed sentences.  
To retell a familiar story in their own words  
To learn poems, rhymes and songs  
To engage in Non Fiction books

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
To describe events in some detail.  
To listen and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.

C

Concepts

Active listening  
Language Development  
Exploring Rhyme  
Confidence  
Awareness

Language and Vocabulary development  
Exploring rhyme  
Confidence  
Oracy  
Knowledge Development

Language and Vocabulary development  
Confidence  
Oracy  
Knowledge Development  
To use text to answer questions

U

Understanding and Knowledge

To begin to understand the skills of active listening.  
An understanding of rhyme  
To develop an understanding of new vocabulary

To develop and apply new vocabulary  
To retell a familiar story  
To develop a bank of rhyme  
To develop an understanding of Fiction and Non Fictions

To apply new vocabulary  
To articulate thoughts and ideas  
To use Non Fiction texts to find out answers to questions.

S

Skills

I can sit and listen to a story and offer my thoughts and contributions.  
I can use new vocabulary I have learnt in a variety of contexts. I can answer a variety of questions.  
I can begin to use talk to help me solve problems.

I can connect sentences using and, but, because.  
I can use new vocabulary accurately.  
I can confidently join in with a familiar rhymes from the repertoire I have developed.  
I can show an interest in fiction and Nonfiction books  
I am beginning to retell familiar stories with confidence.

I can articulate my thoughts and ideas applying new vocabulary.  
I can (with support from adults) use Non Fiction texts to answers questions.  
I can use well-formed sentences to communicate my thoughts and ideas.  
I can describe familiar events in detail and use the correct sequence (e.g bedtime routine).  
I can re-tell a familiar story.