**Leverington Primary Academy**

**Communication and Language Long Term Plan 2023-2024**

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| **STATUTORY EDUCATIONAL PROGRAMME**The development of children’s spoken language underepins 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. |



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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Possible themes, interests, lines of enquiry** | My Family and MePeople Who Help UsNursery RhymesAutumnHarvest (Pumpkins) | Bonfire NightDiwaliChristmas around the World | WinterSpace | Growing and ChangingFarm animalsSpringPlants | Transport | SummerMinibeastsRockpools/SeasideLife cycles – butterflies, beans, sunflower |
| **Celebrations and experiences** | Harvest festival | DiwaliBonfire NightChildren In NeedFire service visitRemembrance DayChristmas | Chinese New YearValentine’s Day | World Book DayMothering SundayPancake DayEaster | Transport in our local area | Butterfly garden |
| **The Reception Year provides the foundation for communication and language skills the children will build upon in Year 1:**Cute girl with speech bubble clip art – KIDAHA | In Years 1-6, children continue to build on the oral language skills developed in the early years foundation stage.Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in paris, small groups, large groups and as a whole class. Pupils should understand how to take turns, and when and how to participate constructively in conversations and debates.Teachers will pay attention to increasing pupils’ vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.Children throughout school will be exposed to new vocabulary throughout the CUSP curriculum. Mrs Wordsmith will also be used to introduce new words in all year groups. |

****The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Listening, attention and understanding** | * Listen and follow directions and look at someone when they are speaking.
* Use prepositions when following instructions.
* Ask and respond to why questions.
* Follow stories read to them and talk about the pictures in the books.
* Join in with repeated refrains.
* Respond to simple instructions and begin to respond to multi-step instructons.
 | * Understand why listening is important.
* Listen to and follow an instruction.
* Follow instructions provided they are not over-engaged in their own choice of activity.
* Listen to stories with increased attention and recall.
* Ask and respond to ‘why’ questions.
* Show interest in the lives of other people or events.
* Listen to one another in one-to-one or small groups.
* Show interest in non-fiction books.
* Respond to multi-step instructions.
 | * Build up vocabulary that reflects knowledge and experience.
* Use different tenses to discuss things that are happening now and things that happened in the past.
* Ask relevant questions to find out more.
 | * Know that they need to be quiet and concentrate when listening.
* Maintain attention, concentration and sitting quietly during appropriate activities.
* Listen to a whole story from beginning to end.
* Respond to instructions involving a two-part sequence.
* Listen and respond to ideas expressed by others in conversation and discussion.
* Remember key points from a story without needing prompts.
* Show specifin interest in a non-fiction book linked to a topic or theme.
 | * Ask questions to understand why.
* Use intonation and rhythm when joining in with stories and rhymes.
* Respond to questions using full sentences, modelled consistently by all adults.
 | * 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 that they have heard and ask questions to clarify their understanding.
* Hold conversations when engageg in back-and-forth exchanges with their teacher and peers.
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| **Speaking** | * Know many rhymes, be able to talk about familiar books.
* Tell a story.
* Begin to use sentences with four to six words.
* Begin to start a conversation with an adult or a friend.
* Join in with repeated refrains.
 | * Expand their vocabulary to include new words related to a topic or theme.
* Continue to use new vocabulary when the topic or theme has ended.
* Ask questions to support understanding.
* Retell a simple past event in the correct order.
* Use talk to connect ideas.
* Use talk in pretending that objects stand for something else in play.
 | * Expand their vocabulary and use new words in sentences.
* Ask questions to develop understanding.
 | * Use new vocabulary in different contexts.
* Ask questions to learn more about an event or a task.
* Use complete sentences regularly.
* Use language to explore imaginary events, storylines and themes.
* Link statements and stick to a main theme or intention.
* Use talk to organise, sequence and calrify thinking, feelings and ideas.
 | * 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 the teacher.
 | * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
* Offer explanations for why things may happen, making ue of recently introduced vocabulary from stories, non-fiction, rhymes and poems.
* 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 the teacher.
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