

<p><u>C&amp;L</u> <u>Speaking</u></p>	<p><b>Nursery Skills</b></p>	<p><b>Development Matters 30-50months</b></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</li> </ul>	<p><b>Reception Skills</b></p>	<p><b>Development Matters 40-60months</b></p> <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul> <p><b>Early Learning Goal</b> <b>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</b> <b>They develop their own narratives and explanations by connecting ideas or events.</b></p>
<p><b>Autumn 1</b>  <b>Environment</b></p>	<p>To be able to link four to five words together</p> <p>To use vocabulary focused on objects and people that are of particular importance to them</p>	<p>Goldilocks words displayed</p> <p>Pictures of objects and storage around the classroom</p> <p>Displayed pictures of family and work from home</p> <p>wow stickers</p>	<p>To use some narrative to describe their play</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>Topic: We've got the Whole World in Our Hands</p> <p>Role play areas</p> <p>Small world areas</p> <p>Phonic sounds</p> <p>Topic table linked to a country</p>
<p><b>Activities</b></p>	<p>Children can bring in items from home including pictures and use language to talk about them</p> <p>Carpet and circle time daily where children can share their ideas and opinions</p> <p>Adults reading lots of stories, whole class and small groups</p> <p>Small world objects such as basic animals out in the environment for children to use</p>	<p>Children can show and tell items from home that are important to them or link to our topic</p> <p>The children will read core texts throughout the year and become familiar with the characters, setting and plot.</p> <p>Children will begin to learn new sounds and new words beginning with those sounds through phonics everyday</p>		

		<p>Adults modelling words for objects and speaking in small sentences to support all children</p> <p>Children can talk about wow stickers from home to the class</p> <p><b>Key Vocabulary: mum, dad, sister, brother</b></p>		<p>Children can use the role play area to support their narrative.</p> <p>Children will be speaking about where they come from and where their family come from/live.</p> <p>Children can speak about different traditions they have and different types of homes</p> <p>Adults modelling positive conversations</p> <p>Adults repeating sentences in the correct tense to model speech</p> <p><b>Key Vocabulary: family, country, home</b></p>
What you will see		<p>Adults modelling short sentences and lots of vocabulary</p> <p>Adults asking children to repeat a word for an object</p> <p>Children speaking to adults and their peers in small sentences</p> <p>Adults model language by repeating the correctly formed sentence back to the child</p>		<p>Wow Stickers / Talk to me about stickers - children talking about events that have happened at home.</p> <p>Children using their imagination through play in small world and role play areas</p>
<b>Autumn 2</b>				
Environment	<p>To begin to use word endings (e.g. going, cats)</p> <p>To retell a simple past event in correct order (e.g. "went down slide, hurt finger")</p>	<p>Small world resources</p> <p>A range of books in book area and around the classroom</p> <p>Basic games to play</p> <p>Role play area</p>	<p>To give meaning to what they are making/drawing</p> <p>To retell events</p> <p>To talk about past experiences</p>	<p>Topic: Let's Celebrate</p> <p>Writing areas</p> <p>Small world</p> <p>Writing area</p> <p>Creative area</p> <p>Show and tell box</p>
Activities	<p>Speech should be able to be understood. (Some immaturities may persist e.g. 'wed' for red)</p>	<p>Adults will constantly ask children to explain what happen and repeat what they say.</p> <p>Small world resources will support children's language and encourage conversation with peers</p> <p>Children are encouraged to speak to others during carpet time e.g. snack time</p>		<p>Children can show and tell items from home that are important to them or link to our topic.</p> <p>Small world will spark conversation and language linked to children's interests.</p> <p>Writing area they can draw birthday invitations, rangoli patterns for Diwali, firework pictures for Bonfire night.</p>

		<p>If a child uses immaturities, adults will say back the word correct for the children to be exposed to it.</p> <p>Children will access a role play area – home corner to encourage language.</p> <p><b>Key Vocabulary: going, went, I, to</b></p>		<p>Children will discuss lots of different celebrations and compare the similarities and differences.</p> <p>Children can talk about their own traditions and celebrations e.g. Eid, Diwali, Chinese New Year and many more.</p> <p>Children will celebrate their birthdays in school and talk about how they celebrate it outside of school.</p> <p><b>Key vocabulary: yesterday, last year, celebration</b></p>
What you will see		<p>Children starting to build up their vocabulary through activities set up in the environment.</p> <p>Adults modelling speech to children and repeating certain words that are not pronounced correctly.</p>		<p>Children using classroom resources to retell a stories.</p> <p>Children will have opportunities to talk about past and present events.</p> <p>Children will be mark making in the environment and give meaning to them.</p>
Spring 1				
Environment	<p>To be able to carry on simple conversations and able to describe briefly present activities and past experiences</p> <p>To be able to use pronouns (me, him, she), plurals and prepositions (in, on, under)</p>	<p>Small world resources</p> <p>A range of books in book area and around the classroom</p> <p>Basic games to play</p> <p>Role play area</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>To question why and giving their opinions to why or how something might happen</p>	<p>Topic: A Helping Hand</p> <p>Small world</p> <p>Role play area</p> <p>Topic table</p> <p>Creative area</p> <p>Show and tell box</p> <p>A range of texts to support learning</p>
Activities		<p>Adults to promote and model prepositional language through co-playing e.g. " Can you put the sheep on top of the shed?"</p> <p>Children will bring in things from home to talk about and share with the class.</p> <p>Children will be sharing and celebrating wow moments that have happened from the past.</p>		<p>Visitors come during this topic to talk about fire safety, looking after your teeth and how to stay healthy. Children have the opportunity to talk about their own experience and ask/answer questions.</p> <p>Children will read a range of non-fiction books linked to people who help us during whole class snack time and topic learning time.</p> <p>Children will talk about and sequence what to do when there is an emergency.</p>

		Through small world and role play children are encouraged to use pronouns and adults model through co-playing. <b>Key Vocabulary: me, him, she, in, on, under</b>		Children will talk and act out roles using the role play area e.g. a police station or hospital
What you will see		Children will be holding basic conversations with adults and their peers about past and present experiences		Children will be asking and answering questions about people who help us. Talking and organising sequences of events through role play are small world areas.
<b>Spring 2</b>		<b>Small world resources</b>  A range of books in book area and around the classroom  Basic games to play  Role play area  Goldilocks words	To link statements and sticks to a main theme or intention  To express themselves effectively, showing awareness of listeners' needs	Topic: Let it Grow Small world  Role play area  Topic table  Creative area  Show and tell box  A range of texts to support learning
<b>Environment</b>	To use more complex sentences to link thoughts (e.g. using and, because)			
<b>Activities</b>	To build up vocabulary that reflects the breadth of their experiences.	Through following the children's interest, all children will start to build up a range of vocabulary linked to different experiences  Adults will focus on key children and using resources to support the development of their language through play  Talk will have the freedom to discuss their ideas and experiences during carpet learning  Snack time- a chance for children to come together and discuss either an interesting object or listen to and make comments about a story  <b>Key Vocabulary: yesterday, family, because</b>		Children can talk and observe changes to things that are grown during the topic.  Children can ask and answer questions about why things change and grow. Children can listen to their peer's questions and respond appropriately.  Through playing together children can take into account what others say through listening and responding.  Children can be aware of listeners needs when expressing themselves effectively.  <b>Key Vocabulary: listen, speaking</b>
What you will see		Children speaking to their peers and adults about past and present events and attempting to use more language to describe some details.		Children will be taking into account what each other say during conversations. Children will be able to talk about and link themes together e.g. relate learning to their own lives.

<p><b>Summer 1</b></p> <p>Environment</p>	<p>To question why things happen and gives explanations.</p> <p>To asks who, what, when, how type questions</p> <p>To use a range of tenses (e.g. play, playing, will play, played)</p>	<p>Small world resources</p> <p>A range of books in book area and around the classroom</p> <p>Basic games to play</p> <p>Role play area</p> <p>Goldilocks words</p> <p>Outdoor area/wild area - nature</p>	<p>To use more complex vocabulary</p> <p>To develop their own narratives and explanations by connecting ideas or events</p>	<p>Topic: Fairy Tales</p> <p>Helicopter Stories</p> <p>A range of key texts linked to topic</p> <p>role play area</p> <p>Small world area</p>
<p>Activities</p>	<p>To use talk to organise themselves</p>	<p>As the season changes, children will grow plants and flowers and talk in detail about what is happening and why it is changing.</p> <p>Children can explore the wild area and look at plants and bugs that are there.</p> <p>Adults modelling sentences back to children using the correct tense</p> <p>Children asking questions during carpet learning and small group activities and adults and peers answering</p> <p><b>Key Vocabulary: who, what</b></p>		<p>Children are encouraged to make up their own stories and the teacher scribes the story for the child. Then the children sit in a circle and all get a turn act them out at the end of the day. (Helicopter stories).</p> <p>Children will be listening and reading more complex stories linked to Fairy Tales. Children will be listening to some stories with no pictures.</p> <p>Children will have opportunities in the role play area to act out their favourite fairy tales using the props provided.</p> <p>Small worlds will be set up linked to topic to encourage narrative and stories.</p> <p><b>Key Vocabulary: idea, story, beginning, middle, end</b></p>
<p>What you will see</p>		<p>Children having the confidence to ask questions and use talk more confidently to describe events past and present.</p>		<p>Children will have lots of opportunities in the classroom to support their narrative, through stories, role play and dressing up or small worlds.</p>
<p><b>Summer 2</b></p> <p>Environment</p>	<p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>Small world resources</p> <p>A range of books in book area and around the classroom</p> <p>Basic games to play</p> <p>Role play area</p>	<p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Topic: Under the Sea</p> <p>A range of key texts linked to topic</p> <p>Role play area</p> <p>Small world area</p>

	To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	<p>Goldilocks words</p> <p>Outdoor area/wild area - nature</p>		Wow stickers/ talk to me about stickers
Activities		<p>Adults reading stories to children throughout the day, whole class story, snack time story and during co-playing.</p> <p>Adults read core texts multiple of times throughout the year, children have a clear understanding of different parts of the story.</p> <p>Children can act out parts from core books</p> <p>Children can make or use puppets to retell stories</p> <p><b>Key Vocabulary: next, yesterday, today,</b></p>		<p>Children will have the opportunity to come in and talk about the stickers from home-linking to events that have happened.</p> <p>Children will be able to talk about show and tell they had from home linking to the past.</p> <p>Children will use the role play area linked to topic to form discussion and language</p> <p>Children will read a range of fiction and non-fiction texts linked to topic.</p> <p>Lots of circle times to talk about transition and what year one will be like.</p> <p><b>Key Vocabulary: yesterday, soon, today, tomorrow</b></p>
What you will see		Children using talk to explain, anticipate and connect ideas together with both peers and adults		Children will be using talk to explain events in the past and talk confidently about events happening in the future.