

Communication and Language (C&L)

Reception Medium Term Plan



Early Learning Goals

Listening, Attention and Understanding

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 what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

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.

Autumn	Spring	Summer
Children are able to listen to one another during small group conversations and respond appropriately.	Children are able to maintain attention for longer periods of time, looking at the person who is speaking.	Children are able to listen attentively to a speaker, in a range of situations.
Children are able to listen to familiar stories with increasing attention	Children are able to listen to a speaker and respond appropriately.	Children make relevant comments or questions in response to what they have heard.
Children are able to maintain attention for short periods of time during whole class teaching.	Children are beginning to respond to what they hear with relevant comments and questions.	Children can listen and respond appropriately in conversation.
Children can listen and participate as appropriate in whole class stories and rhymes.	Children respond appropriately to multistep instructions.	Children use a wide range of vocabulary to add detail to their descriptions, where appropriate.
Children can follow one and two step instructions.	Children begin to use past tense when recounting an event.	Children are confident in speaking in full sentences and are beginning to use conjunctions with modelling from an adult.
Children can retell past events in the correct order.	Children begin to introduce storylines to their imaginative play.	Children are able to understand and use questions starting with who, what, why, when.