



Reception

Spoken Language

Breadth of Study



Children should be taught to:

Speak standard English eloquently

Adult modelling and correction of common grammatical mistakes.
Exposure to high-level vocabulary through the core book scheme.
Opportunities to perform poetry and song.

Confidently speak to a small group

Opportunities for discussions in whole class and small group settings.
Opportunities for every child present in Show and Tell at least once per term.

Listen attentively in a range of situations

Participation in whole class, small group, and Key Stage assemblies.
Modelling of talk partners.

Autumn

Spring

Summer

Communication and Language Early Learning Goals

Listening and attention:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Exceeding - Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.

Understanding:

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Exceeding - After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.

Speaking:

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. They develop their own narratives and explanations by connecting ideas or events.

Exceeding - Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Talk Partners

Children should be able to identify their talk partner and clearly ask them the question being discussed.

They should learn to take turns in sharing their ideas in response to the question.

Children should take account of what their talk partner says and be able to feed this back to the rest of the class, not just their own idea.

Continue to embed talk partners, including at tables to support transition to Y1.

Show and Tell

Show and Tell:

Children should introduce their object/artefact and provide a basic description.

The other children should then ask questions.

Model the difference between a question and a statement.

Each week introduce a different question word 'who', 'what', 'when', 'where' 'why' and 'how'.

Children should speak and answer in full sentences using a loud voice.

Show and Tell:

Children should introduce their object/artefact and provide a basic description using full sentences.

The other children should then ask questions.

Model the difference between a question and a statement and praise the use of question words.

Children should speak and answer in full sentences using a loud voice.
Children should be attentive to the child speaking at the time.

Show and Teach:

Children prepare at home to teach the class something they consider themselves an 'expert' in. This could be a song, poem, phrases in another language, or some tips on how to draw etc. They can bring in props to help them.

They speak in a clear and confident voice while presenting and are prepared to answer questions about their 'lesson'.

At least 3 children have the opportunity to present each week.

Children should be attentive to the child speaking at the time.		The rest of the class are an attentive audience and ask questions relevant to the speaker's explanation.
Performance		
<p>Performance Poetry: The Owl and the Pussy Cat by Edward Lear</p> <p>Discussion: London is our home town. Share key facts/landmarks and experiences they have had. Perform the poem to year 6, who also study London in this term.</p> <p>Early Years' Christmas Performance</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>	<p>Performance Assembly: Here is the Seed - John Foster</p> <p>Discussion: Growth, decay, life cycles, seasons.</p> <p>Children should prepare to perform this during Wednesday's KS1 Performance Assembly.</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>	<p>Performance Assembly: The End by A. A. Milne</p> <p>Discussion: How have they changed since Nursery, since September, what do they anticipate changing in Year 1.</p> <p>Children should prepare to perform this during Wednesday's KS1 Performance Assembly.</p> <p>Children should perform with a loud, clear, and confident voice. They should also listen attentively while others perform.</p>

Unicef Articles	
Article 13	Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
Article 29	Every child has the right to an education that should help them to use and develop their talents and abilities.
Article 31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.