



Cherry Hinton Nursery and Reception Communication and Language

Communication and language development is hugely important for children's overall development and comes into every part of the EYFS teaching and curriculum. It helps children to form friendships, have meaningful interactions with those around them, to communicate their needs better and make more sense of the world around them. Language is tied to our thoughts and the way we perceive the world – when we are able to describe what is going on around us in words, this helps us to understand it. Everything we do around building language and supporting communication feeds into your child's reading and writing journey, broadening their vocabulary and enabling them to understand and express ideas. The grid below shows some benchmarks of their journey towards achieving the early learning goals at the end of Reception.

	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
Listening, Attention and Understanding	Go on listening walks, drumming on different items, sound lotto, making shakers Match sounds Begins to sing songs and action rhymes, listen to music, Spot and talk about objects in books. Follow simple instructions	Listen to rhyming stories, Play odd one out. Build up length of listening time. Participate more fully in singing songs and action rhymes	Begin to focus on initial sounds of words. – I-Spy games Matching objects that start with same sound. Talk about stories read to them Who? what? Follow 2 step instructions	Listening to stories – joining in with repeated refrains from stories and rhymes. Simple comprehension using pictures and recall skills. LW texts no text then with text	Recall key detail and information using correct vocabulary – begin to ask questions about stories and rhymes. Begin to ask and answer how and why questions. Begin to predict, comprehension skills, beginning to infer/reason. Develop comprehension recall	Increasing understanding of vocabulary. Showing curiosity asking and answering how and why questions Embed comprehension through talk. Develop prediction, inference, and reasoning. Recall key elements of what has been read.
<u>Reception ELG:</u> Listening, Attention and Understanding Children at the expected level of development will: -	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	Makes comments as part of play/exploration. Beginning to express feelings/ideas.	Begins to hold short conversations of interest More confident to speak to adults and ask questions. Curiosity cube	Is becoming more willing to exchange ideas via conversation. Speaking in longer sentences about the same topic Conversations in class with clear focus (maths talk)	Growing confidence - hold short conversations related to ideas/information/stories. Introduce paired talk-practice turn taking	Begins to hold back and forth conversations. Using past, present tenses.	Holds conversations with peers and adults. Beginning to use conjunctions when saying sentences.
Drawing Club	Says key words in a story	Joins in with rhymes and repeated parts of stories	Talks about picture drawn from the story.	Begins to sound out cvc words.	Says phrases out loud ready to write. Uses story maps to create own stories.	Says a sentence to orally rehearse before writing.
Reception ELG: Children at the expected level of development will: -	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.					