



	Reception Autumn	Reception Spring	Reception Summer	ELG Checkpoint
Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			
	<p>Promote and model active listening skills: Teach the school good looking, good sitting, good listening model. Signal when you want children to listen: RWInc team stop signal, clapping, familiar stopping phrases ie Macaroni cheese, everybody freeze. Link listening with learning: "I could tell you were going to be able to give me an answer, you were listening so carefully." Timetable a story time at least once a day. Set up a selection of favourite books that you enjoy reading aloud to children, or selected by the children, including traditional and modern stories. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases - use of poetry basket to foster children's enjoyment of simple rhymes. Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." Select traditional and contemporary poems and rhymes to read aloud to children.</p>	<p>Show genuine interest in knowing more: "This looks amazing; I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles." Choose books that will develop their vocabulary. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: "That looks dangerous - I'm sure they're all going to fall off that broom!" Link events in a story to your own experiences. Talk about the plot and the main problem in the story. Make familiar books available for children to share at school and at home. Make time for children to tell each other stories they have heard, or to visitors. In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don't make complete sense. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p>	<p>Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...' Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!" Identify the main characters in the story, and talk about their feelings, actions and motives. Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once - upon - a - time." Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>	<p>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.</p>
Sp ea ki ng	<p>Learn new vocabulary. Use new vocabulary through the day.</p>			

	<p style="text-align: center;">Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.</p>			
<p>Identify new vocabulary before planning activities, for example, when teaching the book 'Peace at last' use the vocabulary 'nocturnal', 'hedgehog', 'uncomfortable'; in music: 'percussion', 'tambourine'.</p> <p>Bring in objects, pictures and photographs to talk about, for example autumn resources eg 'leaves', 'conkers', 'acorns'.</p> <p>Discuss which category the word is in, for example: "An owl is a bird. It has feathers."</p> <p>Have fun saying the word in an exaggerated manner - word of the day/week linked to topic.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"</p> <p>Use the vocabulary repeatedly through the week.</p> <p>Keep a list of previously taught vocabulary and review it in different contexts.</p> <p>Use complete sentences in your everyday talk.</p> <p>Narrate your own and children's actions: "I've never seen so many beautiful bubbles; I can see all the colours of the rainbow in them."</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Model words and phrases relevant to the area being ta</p> <p>Identify new vocabulary before planning activities, for example, when teaching the book 'Peace at last' use the vocabulary 'nocturnal', 'hedgehog', 'uncomfortable'; in music: 'percussion', 'tambourine'.</p> <p>Bring in objects, pictures and photographs to talk about, for example spring resources eg 'buds', 'blossom', 'daffodils'.</p> <p>Model words and phrases deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "What a downpour - I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"</p> <p>Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.</p> <p>Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?"</p> <p>Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?"</p> <p>Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."</p> <p>Think out loud how to work things out.</p> <p>Encourage children to talk about a problem together and come up with ideas for how to solve it.</p>	<p>Model words and phrases relevant to the area being ta</p> <p>Identify new vocabulary before planning activities, for example, when teaching the book 'Peace at last' use the vocabulary 'nocturnal', 'hedgehog', 'uncomfortable'; in music: 'percussion', 'tambourine'.</p> <p>Bring in objects, pictures and photographs to talk about, for example seaside resources eg 'razor shell', 'pier', 'starfish'</p> <p>Model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."</p> <p>Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"</p> <p>Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"</p> <p>Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'</p> <p>Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found."</p> <p>Explain new vocabulary in the context of story, rather than in word lists.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>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.</p>	