



Communication & Language Early Years		Long-Term Plan	St Paul's Catholic Primary
	TERM 1	TERM 2	TERM 3
Pre school 2-3 years <i>Listening and Attention</i>	<p>I discriminate a sound in my environment and name it e.g. dog barking, doorbell.</p> <p>I indicate wanting 'more' during interaction rhymes and sometimes initiate them..</p>	<p>I can concentrate on an activity of my own choice.</p> <p>I listen to and enjoy rhythmic patterns in rhymes and stories.</p>	<p>I demonstrate I am listening by trying to join in with actions or vocalisations.</p>
Pre school 2-3 years <i>Understanding</i>	<p>When I am motivated, I can select familiar objects by name and will find objects when asked, or identify objects from a group.</p> <p>When you use familiar vocabulary 'I can follow instructions with two key words.</p>	<p>I point to the right part of a picture, or to a person based on their activity/verb e.g. who is sleeping, who is crying?</p>	<p>I understand the words 'who', 'what' and 'where' when used in simple questions within the here and now.</p>
Pre school 2-3 years <i>Speaking</i>	<p>I chat to myself when I am playing. I use two words together. I often ask what objects and people are called. I will ask for things I want by their name e.g. 'want juice.'</p>	<p>I use simple sentences containing three words e.g. "Mummy go work". I use different types of words including nouns and verbs.</p>	<p>I learn new sounds rapidly and often use them immediately in communication. I use the pronouns 'I' and 'me.' I use vowel sounds and the consonants 'm,' 'p,' 'b,' 'n,' 't,' 'd,' 'w,' and 'h' in my speech.</p>
Pre school 2-3 years <i>Pretend Play</i>	<p>I can perform simple pretend actions on toys or people.</p> <p>I tend to use realistic looking toys.</p> <p>I engage in simple pretend play e.g. feeding a doll, an aeroplane flying.</p> <p>I imitate familiar adult actions e.g. pretending to talk on a toy telephone.</p>	<p>I can combine actions together related to a familiar routine e.g. I get a bowl and spoon, pretend to pour cereal into the bowl, add some milk and serve it to a doll.</p> <p>I use less realistic objects when they are similar in shape to the real object. e.g. using a ball as an apple to feed the doll.</p>	<p>I use less familiar themes within my pretend play but still based upon my first hand experiences e.g. pretending to go to the doctor or pretending to be a waiter in a restaurant.</p>

<p>Pre school 3-4 years <i>Listening and Attention</i></p>	<p>I can listen to an adult when I am actively involved in an interactive adult-led activity, in a small group.</p> <p>I demonstrate my attention and recall by joining in with repeated refrains and by filling in gaps within familiar songs and rhymes.</p> <p>I can keep a steady beat by tapping my knees to music.</p>	<p>I listen in a small group with visual support .</p> <p>I follow body percussion sequences of three in the right order e.g. clap hands, pat knees tap head.</p>	<p>I listen to others in one to one or small group situations even if the topic is not following my own interests.</p> <p>I am able to follow directions when I am not focused on another task.</p>
<p>Pre school 3-4 years <i>Understanding</i></p>	<p>With familiar vocabulary, I can follow instructions containing three key words e.g. put your shoes under the table.</p> <p>I select a familiar object based upon how it's used when you ask e.g. give me the ones you use to eat with / cut with / read with.</p>	<p>I can follow instructions which includes holding a list of three items in mind before going to get them from another room e.g. 'Can you get me a plate, a banana, and a knife from the kitchen please?'</p> <p>I can answer simple 'how' and 'why' questions in relation to my experiences, that require no inference e.g. "why is Posy crying?" (adult) "She falled over" (child).</p>	<p>I understand and follow instructions containing words related to time such as 'before,' 'after,' 'first,' 'last,' and 'later.'</p> <p>I can answer simple problem solving questions, for example "What do you do when you're hungry/cold?"</p>
<p>Pre school 3-4years <i>Speaking</i></p>	<p>I ask a variety of questions - what, who, where. I use plurals e.g. "I can see cats."</p> <p>I talk about what I am doing and what I have done beyond the here and now.</p> <p>I add the consonants 'k/c,' 'g,' 'f,' 's' and 'y' to my consonant range.</p>	<p>Unfamiliar adults are able to understand most of what I say.</p> <p>I use more complex sentence structure and link thoughts, ideas and events with 'and,' 'because' and 'so.'</p> <p>I use a range of word endings to describe the present tense e.g. -ing, n't. I add the consonants 'z,' 'v,' 'sh,' 'ch,' 'j' and 'ng.'</p>	<p>I use a variety of tenses, and understand grammatical rules but still sometimes make eros e.g. runned instead of ran.</p> <p>I use language to describe what I am going to do and how I am going to do it.</p> <p>I recount simple, past events in the right order e.g. "I goed to the shop with my Granny to get apples and then we goed to the park."</p> <p>I use most consonants consistently but 'l,' 'r' and 'th' may still be developing.</p>
<p>Pre school 3-4 years <i>Pretend Play</i></p>	<p>I can pretend within an object e.g. pretending my hand is a cup and drinking from it.</p> <p>I can substitute objects that do not resemble the real thing e.g. pretending a block is a bus on its way to the bus station.</p>	<p>I give my puppets, role play characters and small world characters a 'voice' so that they can 'talk' to each other.</p> <p>I play alongside other children who are engaged in the same pretend play as me, often in the same role.</p>	<p>I can play imaginatively within themes I have not had first hand experience of but are often based upon my favourite stories e.g. flying to the moon or being on a pirate ship.</p> <p>I pretend with other children, each of us taking on different roles.</p>

			I pretend using gestures, mime and unrealistic objects.
Reception 4-5 years Listening and Attention	<p>I listen in larger groups when distractions are minimised.</p> <p>I can listen to instructions without having to stop what I am doing.</p> <p>I can listen to and repeat new vocabulary related to topics.</p>	<p>I listen and attend well in a classroom environment even with distractions.</p> <p>I listen to stories within a class group and make comments and answer questions.</p> <p>I listen to and follow instructions containing up to 3 parts.</p>	<p>I follow instructions containing at least three parts when said to a group.</p> <p>I listen to stories read to the whole group and ask why and how questions.</p> <p>I can listen to stories and recall information including characters, setting and plot.</p>
Reception 4-5 years Understanding	<p>I understand and follow more complicated instructions e.g. 'Roll up your sleeves, put on an apron and go to the painting area.'</p> <p>I offer reasons and explanations when answering 'how' and 'why' questions e.g. "Why did your boat float?" (adult) "Because it was light and the sail was short so it didn't fall over" (child).</p> <p>I can learn and recall key rhyming songs and poems.</p> <p>I understand and use positional language.</p>	<p>I understand and sequence concepts and use terms such as first, then, last.</p> <p>I consistently ask the meaning of abstract words.</p> <p>I usually understand jokes and riddles and have a definite sense of humour.</p> <p>I understand and use a range of adjectives to describe objects and situations.</p> <p>I can think of and list objects when they are linked e.g. 'Tell me an animal that's fluffy and lives underground, or tell me five things that have wings.'</p>	<p>I make links to current and prior experiences to support my understanding.</p> <p>I understand stories that have been read to me. I can retell and reimagine in child initiated and adult lead situations.</p> <p>I use my current knowledge to make links and find solutions to problems.</p> <p>I can recall facts from prior learning.</p>

<p>Reception 4-5 years Speaking</p>	<p>I link sentences and generally stick to the topic of conversation.</p> <p>I give a more detailed account of recent events and experiences "I went to the shop with Granny to get apples and then we went to the park and I went really fast down the big slide."</p> <p>I clarify my ideas by thinking out loud e.g. talking with a friend.</p> <p>I repeat back new vocabulary correctly even if these are longer words e.g. 'astronaut,' 'hippopotamus,' or 'microscope.'</p>	<p>I speak confidently to peers and adults taking part in longer conversations, staying on topic, showing an awareness of who is listening, expressing and listening to views and opinions.</p> <p>I speak fluently, grammatically correct and only make errors occasionally with the following phonemes - f and th; r and w.</p> <p>I talk about things that have happened accurately as well as things that are to happen in the future in great detail.</p> <p>I can talk about things that are imaginary or abstract e.g. "I <i>hope</i> that Santa will bring me lots of presents at Christmas."</p>	<p>I use newly introduced vocabulary in the correct context.</p> <p>I can articulate myself to familiar and unfamiliar using clear sentences and the correct vocabulary to make my needs known.</p> <p>I can talk my way through problems to find a solution.</p>
<p>Reception 4-5 years Pretend Play</p>	<p>I use gestures and expressions within my voice to bring my imaginary characters to life.</p> <p>I can explain the role I am taking on and use language to act out the role e.g. "The vets are open... Bring your poorly pets in...Oh dear, tell me what's happened!"</p>	<p>I act out in detail stories I have been read or told both in both imaginary play and with puppets, small world play or through actions and make adaptations e.g. Talk for writing actions and retelling.</p>	<p>In role play I use different voices to represent different characters.</p> <p>I reimagine familiar stories and make changes in response to those I am playing alongside with.</p>

ELG:

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.