**Frome Valley Reception Long Term Plan**

**Communication and Language**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **General Topic Themes** | **All About Me!** | **Bears, Bears Everywhere!** | **Traditional Tales!** | **People Who Help Us!** | **Amazing Animals!** | **Come Outside!** |
| **Communication and Language**  *Parent information evening about closing the word gap, how to introduce and use vocabulary at home.*  *Talk to parents about languages spoken at home, learn a few key words to celebrate multilingualism.* | The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a **range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures.** | | | | | |
| **WHOLE EYFS FOCUS -** C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and Wellcomm, I can Problem Solve interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.  **Daily Story Time**  **Storycise** | **Welcome to EYFS**  Settling in activities  Making friends  Children talking about experiences that are familiar to them  Monday News  What are your passions / goals / dreams?  This is me!  Rhyming and alliteration  Phase 1 Phonics  Familiar Print  Sharing facts about me!  Mood Monsters Shared stories  All about me!  Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” | **Tell Me Why!**  Using language well  Ask’s how and why questions…  Discovering Passions  Retell a story with story language  Story invention – talk it!  Ask questions to find out more and to check they understand what has been said to them.  Describe events in some detail.  Listen to and talk about stories to build familiarity and understanding.  Learn rhymes, poems and songs. | **Tell Me a Story!**  Settling in activities  Develop vocabulary  Discovering Passions  Tell me a story - retelling stories  Story language  Word hunts  Listening and responding to stories  Following instructions  Takes part in discussion  Understand how to listen carefully and why listening is important.  Use new vocabulary through the day.  Choose books that will develop their vocabulary. | **What happened?**  Settling in activities  Discovering Passions  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. | **Talk it through!**  Settling in activities  Describe events in detail – time connectives  Discovering Passions  Understand how to listen carefully and why listening is important.  Use picture cue cards to talk about an object: “What colour is it? Where would you find it?  Sustained focus when listening to a story. | **Time to share!**  Show and tell  Weekend news  Discovering Passions  Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons, different environments around the world. |