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| Communication and Language Development Matters Statements Coverage |
| **AUTUMN** | **SPRING** | **SUMMER** |
| Understand how to listen carefully and why listening is important | Listen to and talk about stories to build familiarity and understanding | Engage in non-fiction books | Listen to and talk about stories to build familiarity and understanding |  | Listen to and talk about stories to build familiarity and understanding |
| Learn new vocabulary | Use new vocabulary through the day | Learn new vocabulary | Use new vocabulary through the day | Learn new vocabulary | Use new vocabulary through the day |
| Learn rhymes, poems and songs. | Articulate their ideas and thoughts in well-formed sentences | Learn rhymes, poems and songs. | Articulate their ideas and thoughts in well-formed sentences | Learn rhymes, poems and songs. | Articulate their ideas and thoughts in well-formed sentences |
| Connect one idea or action to another using a range of connectives. | Describe events in some detail | Connect one idea or action to another using a range of connectives. | Describe events in some detail | Connect one idea or action to another using a range of connectives. | Describe events in some detail |
| Develop social phrases | Engage in storytimes | Develop social phrases | Engage in storytimes | Develop social phrases | Engage in storytimes |
| Listen carefully to rhymes and songs, paying attention to how they sound |  | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Ask questions to find out more and to check they understand what has been said to them | Ask questions to find out more and to check they understand what has been said to them | Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen |
|  |  | Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words | Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words | Use new vocabulary in different contexts |
|  |  | Use new vocabulary in different contexts |  |  |  |
| **Early Learning Goals****Listening, Attention and Understanding**- Listens attentively and respond to what they hear with relevant questions, comments & actions when being read to & during whole class discussions & small group interactions- Make comments about what they have heard & ask questions to clarify their understanding- Hold conversation when engaged in back-and-forth exchanges with their teacher & 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 & poems when appropriate- Express their ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher |

**Communication and Language Progression map.**