



Caversham Park Primary School

Reception Curriculum

Communication and Language

Key Knowledge/Skills

Listening, attention & understanding:

- Show listening attention in a range of situations
- Demonstrate two-channelled attention (listen and do)
- Begin to take turns to speak when working in a group.
- Respond to what someone else has said in play or in small groups, adapting and expanding on their ideas.
- Remembers some key features of a story without the use of pictures or prompts.
- Recall what has been said by someone else
- Answer a range of questions, including how and why.
- Understands a range of complex sentence structures including negatives, plurals and tense markers.

Speaking:

- Make relevant contributions to discussions using full sentences speak audibly in front of a small group so they can be heard and understood
- use talk in play to practice new vocabulary
- join phrases with words such as 'if', 'because' 'so' 'but' and develop their ideas.
- use past, present and future forms mostly correctly when talking about events.
- Connect ideas or events in order when developing narratives or giving explanations.
- Ask questions
- Recount and retell stories/ events in order.
- Describes using more complex vocabulary and descriptive language e.g. the snow was shimmering.

Progression

Autumn

- Understand how to listen carefully and why listening is important.
- Shifts attention appropriately.
- Engage and join in with story times.
- Describe what is happening in a picture/story.
- Respond to questions and instructions directed to them (including 2 step tasks)
- Express wants and needs, such as asking for particular resources.
- Recount and retell events from their own experiences
- Learn new vocabulary
- Develop social phrases.
- Use full sentences.
- Join in with and learn rhymes, poems and songs.
- Ask questions about things they observe

Spring

- Demonstrate listening attention in different situations
- Respond to what someone else has said in play or in small groups
- Sequence / recount events in stories and own experiences.
- Recall what has been said by someone else
- Make contributions to discussions
- speak audibly in front of a small group so they can be heard and understood
- Speak in full sentence and expand ideas using 'and' or 'because'
- Ask and answer questions about things they observe / what to find out.
- Understand negative sentence markers.
- Use new vocabulary in their play.

Summer

- Demonstrate two-channelled attention (listen and do)
- begin to take turns to speak when working in a group.
- Adapt and expand on other people's ideas.
- Remember some key features of a story without the use of pictures or prompts.
- Make relevant contributions to discussions using full sentences
- Join phrases with words such as 'if', 'because' 'so' 'but' and develop their ideas.
- use past, present and future forms mostly correctly when talking about events
- Ask questions about what how things work or why things happen.
- Use more complex vocabulary and descriptive language e.g. the snow was shimmering.
- Engage in Non-fiction books.

Assessment (ELGs)

Prime Areas: Communication and Language

Listening, attention & 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

Specific Areas:

- This area of learning impacts all other areas of learning.