



Chandlers Ridge Academy



Communication & Language Objectives Reception

Communication & Language				
End of Autumn		End of Spring		ELG
Listening & Attention	<ul style="list-style-type: none">*I am beginning to listen during carpet time.* I am learning to listen to rhymes.* I can play and listen to sounds you make or play.	<ul style="list-style-type: none">*I know when to listen.* I can listen for an extended period of time.*I can tell you about what you just said or what I just heard.	<ul style="list-style-type: none">*Understand how to listen carefully and why listening is important.	<p>Listening, attention and Understanding</p> <ul style="list-style-type: none">*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>Speaking</p> <ul style="list-style-type: none">*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



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Songs / Stories	<p>*I can listen and I am beginning to want to answer questions.</p> <p>*I can select a familiar story for you to read.</p> <p>*I have a favourite story</p> <p>*I can tell you one character name.</p> <p>*I am beginning to participate in role play around the story.</p> <p>*I am beginning to be familiar with a favourite story.</p> <p>*I will use some of my own words to describe a story.</p> <p>*I can listen to rhyme or song.</p> <p>*I can begin to say if I enjoyed the rhyme or song.</p> <p>*I am beginning to learn a rhyme, a poem and a song.</p> <p>*I am looking at non-fiction books</p> <p>*I am using non-fiction to find information with an adult.</p> <p>*I am beginning to learn non-fiction facts about a subject.</p> <p>*I have learnt new vocabulary to share from our fact finding.</p>	<p>*I listen and then attempt to answer questions which show comprehension of the story.</p> <p>*I can listen to a story and decide if I have enjoyed it.</p> <p>*I can tell you my favourite book and the characters within it.</p> <p>*I can tell you the problem within a story</p> <p>*I can tell you how a story works out.</p> <p>*I can be a character from a story.</p> <p>*I can tell you the plot of the story</p> <p>*I can walk a story through using my own words to describe the part we are at.</p> <p>*I can listen to a rhyme or song and repeat it.</p> <p>*I can respond appropriately to a song that requires a response.</p> <p>*I know a rhyme/poem/song off by heart.</p> <p>*I know non-fiction is a book of information.</p> <p>*I know to use non-fiction to found out some facts that are true.</p> <p>*I can share new vocabulary around the subject from my facts.</p>	<p>*Engage in story times.</p> <p>*Listen to and talk about stories to build familiarity and understanding.</p> <p>*Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>*Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>*Learn rhymes, poems and songs.</p> <p>*Engage in non-fiction books.</p>	<p>vocabulary from stories, nonfiction, 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>
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Vocabulary & Use of Words	<ul style="list-style-type: none"> *I am learning new vocabulary all the time *I am beginning to use new vocabulary in play *I am listening to new vocabulary modelled to me *I am attempting to use new vocabulary *I am beginning to speak in full sentences. *I will listen to an adult modelling and beginning to copy *I am beginning to use story talk 	<ul style="list-style-type: none"> *I have an increasing vocabulary to draw on in conversation. *I know how to speak appropriately for the subject *I can use new vocabulary instantly. *I can use new vocabulary during the day. *I can speak clearly. *I can speak in full sentences 	<ul style="list-style-type: none"> *Learn new vocabulary *Use new vocabulary through the day. *Articulate their ideas and thoughts in well-formed sentences. *Use new vocabulary in different contexts *Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary 	
Social Communication	<ul style="list-style-type: none"> *I can think out loud about things. *I am beginning to talk with others to solve problems. *I am hearing adults say 'I think' 'you could' and 'it might be' as models *I am beginning to learn social phrases like good morning, good bye and please and thank you 	<ul style="list-style-type: none"> *I can think aloud to solve a problem. *I will clearly talk to my friends in play and in learning. *I use words like 'I think its...', 'you could ...' and 'it might be...' *I clearly know social phrases and use them correctly 	<ul style="list-style-type: none"> *Develop social phrases. *Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. *Connect one idea or action to another using a range of connectives 	
Understanding	<ul style="list-style-type: none"> *I am beginning to answer questions asked to me by an adult. *I am beginning to show understanding when asked a question *I am beginning to describe events in my play 	<ul style="list-style-type: none"> *I can answer any question asked. *I show clear understanding of what has been said to me *I will follow instructions *I can easily describe orally the events of my morning or afternoon 	<ul style="list-style-type: none"> *Ask questions to find out more and to check they understand what has been said to them. *Describe events in some detail. 	