



Old Town Infant School and Nursery

Reception Communication and Language Curriculum Spring Term		
In Spring Term we will teach the children to	Where does this happen?	By the end of Spring Term, children should be able to:
<p><u>PHYSICAL: Body Language</u> <u>Spring 1</u> Offer eye contact (or looking in the direction of the speaker if maintaining eye contact is uncomfortable) along with an expression of recognition for the speaker, eg a smile.</p> <p><u>Spring 2</u> Recognise that facial expressions change and use this to identify how someone is feeling (happy/sad)</p>	<ul style="list-style-type: none"> Morning greetings from all adults Adults taking time for 1:1 interactions throughout the day and coming down to the child's level for communication opportunities Speech bubble focus - new area of focus half termly, see Whole-School Oracy Curriculum Explicit focus on teaching emotions and feelings - Magical Me topic and jigsaw Emotion visuals shared as a class and revisited regularly Visuals used to support children in understanding how they are feeling at different times in the day Use of mirrors to look at our own faces and how they change depending on how we are feeling Developing an understanding of changing emotions through stories shared in daily story time; how is he feeling? How do you know? 	<p>Recognise facial expressions change and use this to identify how someone is feeling (happy/sad)</p> <p>Raise the volume and/or tone of voice for an exclamation sentence.</p> <p>Use standard English forms for verb inflections instead of local spoken forms, including:</p> <ul style="list-style-type: none"> 'go to the toilet' rather than 'go toilet' 'we was' instead of 'we were'; 'I did' instead of 'I done' <p>Join ideas with conjunctions such as 'and' and 'because'</p>
<p><u>PHYSICAL: Voice</u> <u>Spring 1:</u> Raise the volume and/or tone of voice for an exclamation sentence. eg expressing excitement</p>	<ul style="list-style-type: none"> Lots of exaggerated voice changing opportunities within stories; characters in stories and events Model a heightened sense of emotions such as excitement, happiness, surprise within stories and other opportunities during the day 	<p>To use the past simple tense, e.g.:</p> <p><i>I wrote a letter</i> <i>I walked to school</i></p>
<p><u>LINGUISTIC: Rhetorical Techniques</u> <u>Spring 1</u> Recognise humour eg nonsense rhymes or jokes</p>	<ul style="list-style-type: none"> Daily story times Ensure a good variety of stories shared - some to include humour and fun. Refer to Reception Love of Reading spine. Singing songs and nonsense rhymes throughout the day and during music lessons; highlight the humour and display an appropriate reaction eg a laugh, a smile, a silly voice Role-play opportunities within environment Sharing jokes as a class - can you bring in a joke from home to share? 	<p>Offer reasons for their opinions using 'because'.</p> <p>Engage in small group tasks led by an adult (10-15 minutes)</p> <p>Make relevant contributions and ask questions.</p> <p>Describe events that have happened to them in detail.</p>
<p><u>LINGUISTIC: Language</u> <u>Spring 1</u> Use standard English forms for verb inflections instead of local spoken forms, including:</p> <ul style="list-style-type: none"> 'go to the toilet' rather than 'go toilet' 'we was' instead of 'we were'; 'I did' instead of 'I done' <p>To use the correct past simple tense, e.g.:</p> <p><i>I went camping.</i> <i>I walked to school.</i></p> <p>Use words like 'because' / 'or' to extend their sentences/language. (Link to Writing MTP)</p> <p>Join ideas with conjunctions such as 'and' and 'because'. (Link to Writing MTP).</p> <p>Say a short phrase aloud as a pre-cursor to writing.</p> <p><u>Spring 2</u></p> <p>Extend sentences to add more detail to communicate needs, thoughts and feelings more clearly</p> <p>Use the correct tense when speaking, especially picking up mistakes in irregular past tense verbs - went. Ran, bought, spent.</p>	<ul style="list-style-type: none"> Adults modelling of correct sentence structures, extending length of sentences Be mindful to speak clearly and articulate, eg when reading stories containing conjunctions and irregular tenses Adults repeating back children's statements/sentences with errors in structures corrected, eg <i>We were going outside (not we was)... I did a nice picture (not I done) and irregular past tense</i> Adult interactions within CIL - focus on the ShREC Approach to language development Adults modelling sentences containing 'because', 'and', 'or' Create opportunities within play and adult-led tasks to generate the use of 'because', 'and', 'or' Summarise events in familiar stories joining sentences with 'because' 'and' 'or' during daily story times, eg 'The mouse ran away because he was scared of the Gruffalo'. Topic work, offering explanation using 'because' - During science floating and sinking, how do we know the bus sank? 'I know the bus sank because it went to the bottom of the water' (link to Cognitive: Reasoning, below) Whole-class adult modelling of simple phrases Small group work orally rehearsing phrases to describe pictures, eg a hot sun, a sad man 	<p>Begin to show awareness of others having a different view or need to their own.</p>

<p>LINGUISTIC: Vocabulary <u>Spring 1</u> Use talk in play to practise an increasing amount of new vocabulary Use vocabulary related to topics taught and book they have read together in familiar contexts</p> <p><u>Spring 2</u> Repeat new vocabulary in the context of a story Use taught vocabulary in different contexts</p>	<ul style="list-style-type: none"> • Key vocabulary identified on Reception planning within all areas of learning • Adult interactions within CIL, drawing on the ShREC Approach to language and vocabulary development; integrating and modelling new vocabulary • Explicit teaching of new vocabulary - shared with visuals and revisited regularly • Vocabulary strategies as per whole-school oracy curriculum eg serve and return and choral work • Shared reading of topic books - revisited regularly for repetition, children joining in with key phrases and repeated refrains • Communication and language play prompts within key zones 	
<p>COGNITIVE: Reasoning <u>Spring 1</u> Offer reasons for their opinions using 'because'.</p> <p><u>Spring 2</u> Negotiate by giving a reason why they want to do/have something</p>	<ul style="list-style-type: none"> • Create opportunities for discussions and negotiations, during Let's Get Cracking topic - what is in the egg? 'I think it is a duck, because duck's come from eggs. I don't think it can be a puppy, because puppies don't come from eggs.' • Ensure children are given opportunities to share their individual thoughts and preferences, eg reflecting on CIL during 'Share and Shine' • Circle times - all individuals given a chance to speak • Jigsaw teaching 	
<p>COGNITIVE: Self-Regulation <u>Spring 1</u> Engage in small group tasks led by an adult (10-15 minutes)</p>	<ul style="list-style-type: none"> • 'Rainbow Time' - carousel model of working - children rotate daily around a series of tasks in small groups planned by the teachers, to include some independent tasks and also adult-led maths and writing • Plan for short, small group activities initially, gradually building up to longer sessions • Provide engaging, interactive tasks - consider 'hook' opportunities and hands-on resources • Start with small groups (2 or 3 children) building up to larger groups • Remove the element of choice - all children expected to engage in adult-led directed teaching for appropriate amount of time 	
<p>COGNITIVE: Clarifying and Summarising <u>Spring 1</u> Describe events that have happened to them in increasing detail Make relevant contributions during class or small group discussions Ask questions and comment on what they hear</p> <p><u>Spring 2</u> Respond to an answer or idea with further questions to help deepen understanding</p> <p>Listen to stories and talk about them to build understanding</p> <p>Describe events in detail using pictures or prompts (Link to Writing MTP)</p>	<ul style="list-style-type: none"> • Whole-class and small group topic discussions - children encouraged to contribute, comment and ask questions • Provide exciting stimulus for discussions eg consider what to put in curiosity cube that will encourage children to come and explore, comment and ask about (eg egg waiting to hatch during introduction to 'Let's Get Cracking' topic) • Topic exploration during CIL with adult supporting interactions and idea sharing • Adults to model and repeat back sentences, putting together more than one idea connected by 'and' • Read and re-read familiar stories, encouraging children to join in with repeated refrains and familiar sections. Pause at points in familiar stories to encourage children to articulate from memory what happens next • Extend retelling of familiar stories by encouraging children to re-enact and retell to peers during paired work 	
<p>COGNITIVE: Content & Structure <u>Spring 1</u> Begin to show awareness of others having a different view or need to their own</p> <p><u>Spring 2</u> Use talk to organise themselves and familiar peers/adults in play 'let's go on a bus... you sit there... I'll be the driver'.</p>	<ul style="list-style-type: none"> • Class discussions and opportunities to share different opinions. Adults to model waiting and listening respectfully to others • Adults to support with disagreements within play, eg differences in opinion • Modelling of language to resolve disputes • Modelling of language and offering prompts within play to encourage children to organise themselves; eg role-play; What are you going to do now? What would you like me to do? Who shall I be? • Communication and language play prompts within key zones 	
<p>SOCIAL AND EMOTIONAL: Audience Awareness <u>Spring 2</u> Introduce an idea or narrative within play to appeal to peers involved</p>	<ul style="list-style-type: none"> • Role-play and small world play • Encourage drawing on familiar stories to generate ideas or a scenario within play, eg a problem to solve 	

	<ul style="list-style-type: none"> Adults can support children to include/invite their peers with prompts, eg What animal do you think xxx would like to use? Who can xxx be? What does she like to do? Who is his favourite character? 	
<p><u>SOCIAL AND EMOTIONAL: Confidence in Speaking</u> <u>Spring 1</u> Express their feelings, thoughts and opinions in different contexts eg imaginative play, class discussions</p> <p><u>Spring 2</u> Describe an event/object adding interesting details eg 'I got a unicorn for my birthday, it has glitter and sparkles on it'.</p>	<ul style="list-style-type: none"> All children encouraged to share ideas and bring ideas to play Find opportunities for shared talk - show and tell, share and shine (after CIL), reflecting on the weekend or a special event eg birthday Adults to model desired language and sensitively repeat children's sentences back to them with corrections as needed, adding in greater details to extend vocab and language Topic work - Geography - UK and world travel. Children to share their own experiences of travelling, adding in detail as they recall it. 	
<p><u>SOCIAL AND EMOTIONAL: Listening and Responding</u> <u>Spring 1</u> Listen to others points of view</p> <p><u>Spring 2</u> Follow a series of 3-4 instructions</p>	<ul style="list-style-type: none"> Class discussions, circle times Turn-taking games and activities Increase the number of steps in instructions within daily events and activities Turn listening to instructions into a game 	
<p><u>SOCIAL AND EMOTIONAL: Working With Others</u> <u>Spring 1</u> Take turns in longer conversations</p> <p><u>Spring 2</u> Hold a back and forth conversation with an adult (several exchanges, supported by an adult questioning to continue conversation)</p>	<ul style="list-style-type: none"> Class discussions, circle times Turn-taking games and activities Communication and language play prompts within key zones Questions prompts and sentence starters to support adult engagement Topic work Geography - UK and world travel. Back and forth exchange on a topic that is of interest/familiar. Where have you been? How did you get there? Who did you go with? What did you do? History - talking about events from our own lives, sequencing past events. What happened next? And then? 	