**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 themMonday NewsWhat are your passions / goals / dreams? This is me! Rhyming and alliterationPhase 1 Phonics Familiar PrintSharing 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 PassionsRetell 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 activitiesDevelop vocabulary Discovering Passions Tell me a story - retelling storiesStory language Word huntsListening and responding to storiesFollowing 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 connectivesDiscovering 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. |