

Speaking

Children at the expected level of development at the end of reception will:

- 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.

Nursery	Reception
Building blocks to <ul style="list-style-type: none">• To use longer sentences of four to six words.• To learn and remember new vocabulary• To start a conversation with an adult or a friend and continue it for many turns.• To use talk to organise themselves and their play.• To use talk to express an idea/ feeling or to explain what happened or may happen• Understands how to group objects, such as foods or clothes• Uses most speech sounds, but may distort some of the more difficult sounds, such as l, r, s, sh, ch, y, v, z, th.• Uses consonants in the beginning, middle, and ends of words.• Uses verbs that end in "ing," such as "walking" or "talking"• To ask questions and respond to questions using simple sentences.• To start to link simple sentences.• To know and say/sing 10 familiar nursery rhymes/songs	Building blocks to : <ul style="list-style-type: none">• To learn and use new vocabulary• Use well- formed sentences• To ask questions to clarify meaning and check understanding• To know words can be put into groups and can give common examples in them: e.g. Animals: dog, cat, horse...• To use words more specifically to make the meaning clearer: e.g. "I saw a funny monkey. It was a spider monkey."• To say most words clearly although may struggle with a few complex speech sounds, consonant blends or words with lots of syllables• Connect one idea or action to another using a range of connectives• To use sequential language when retelling an event or a story• To understand a range of related words to describe concepts: e.g. soon, early and late; soft, hard, and smooth• Starts and takes part in individual and group conversations.• Joins in, organises and sustains co-operative role play with friends and can pretend to be someone else talking.• Uses language to ask, negotiate, give opinions and discuss ideas and feelings• To know and say/sing 20 familiar nursery rhymes/songs• To retell the story, once developed a deep familiarity with the text; some as exact repetition and some in own words.
Continuous provision: <ul style="list-style-type: none">• Language rich environment• Provision allows opportunities for children to listen and respond to each other eg home corner, role play• Story telling opportunities eg small world play, puppet theatre	Continuous provision: <ul style="list-style-type: none">• As Nursery• Story telling opportunities extended eg resources available to draw own story map, adult available to record story

<ul style="list-style-type: none"> • Variety of reading material available eg rhymes, story books, non-fiction books, comics • Timetabled sessions and quieter spaces provide opportunities for communication, story- telling and sharing stories • Talking rules established • Linked activities to book read to allow children to practise and consolidate vocabulary and narrative structures 	
<p>Role of adult:</p> <ul style="list-style-type: none"> • All curriculum plans include specific vocabulary to be taught • Reading spine books, nursery rhyme spine and other language rich resources read/sang at least daily to children • Visual cue or action used to support children to learn and remember new vocabulary. • Model words and phrases relevant to the area being taught, deliberately and systematically. • Use the vocabulary repeatedly through the week from TFW and star words. • Keep a list of previously taught vocabulary and review it in different contexts. • Give opportunity to talk about / ask and answer questions about books • Narrate own and children's actions • Model talk routines through the day: Good morning, What is the weather today, today is..... • Model story- telling eg S maps • Tune in to child's interest, having a conversation with children about their play, what they have noticed, repeat and extend what the child has said to develop language 	<p>Role of adult:</p> <ul style="list-style-type: none"> • As Nursery • Model and promote talking and listening rules • Model and support own children's story telling eg S maps • Work alongside child to solve a problem by tuning in to their interest, using sustained shared thinking asking open ended questions (I wonder what would happen if we...., Tell me more...), encouraging children to generate own ideas and explanations. Re-capping and clarifying child's ideas in order to extend his/her thinking and language • Identify and assess needs. Plan and implement necessary intervention.