

EYFS Coverage- Communication and Language

Cycle A	Advent 1 Advent 2	Lent 1 Lent 2	Pentecost 1 Pentecost 2			
C&L	<p>Listening, attention and understanding; Speaking Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Nursery Skill Engage in extended conversations about stories and, with support, make links to other familiar stories. Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. Stories have an order, including a beginning, middle and end. There are things that some stories 	<p>Listening, attention and understanding; Speaking Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Nursery Skill Engage in extended conversations about stories and, with support, make links to other familiar stories. Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. Stories have an order, including a beginning, middle and end. There are things that some stories have in common, such as similar characters, plots and settings. 	<p>Listening, attention and understanding; Speaking Concept/Aspect</p> <ul style="list-style-type: none"> Questioning <p>Reception Skill Ask a relevant scientific question to find out more, explain how things work and why they might happen. Concept/Aspect</p> <ul style="list-style-type: none"> Question & explain <p>Reception Skill Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. Core knowledge</p> <ul style="list-style-type: none"> An event is something that happens in a story. A setting is a place where 	<p>Listening, attention and understanding; Speaking Concept/Aspect</p> <ul style="list-style-type: none"> Question & explain <p>Reception Skill Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. Core knowledge</p> <ul style="list-style-type: none"> An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, 	<p>Listening, attention and understanding; Speaking Concept/Aspect</p> <ul style="list-style-type: none"> Questioning <p>Nursery Skill Ask or answer a simple scientific question. Core knowledge</p> <ul style="list-style-type: none"> We can see our reflections in shiny surfaces. <p>Reception Skill Ask a relevant scientific question to find out more, explain how things work and why they might happen. Core knowledge</p> <ul style="list-style-type: none"> We can see our reflections in mirrors and other shiny surfaces. Smooth, shiny surfaces reflect light. <p>Concept/Aspect</p>	<p>Listening, attention and understanding; Speaking Concept/Aspect</p> <ul style="list-style-type: none"> Report and conclude <p>Nursery Skill Begin to offer simple explanations for why things happen. Core knowledge</p> <ul style="list-style-type: none"> When water freezes it becomes ice. When ice melts it becomes water again. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Word meaning <p>Nursery Skill Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.</p>

	<p>have in common, such as similar characters, plots and settings.</p> <ul style="list-style-type: none"> • A character is a person, animal or thing that speaks or does something in a story. • A plot is what happens in a story. • A setting is a place where things happen in a story. <p>Reception Skill Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Some stories include events and settings that people experience in real life or 	<ul style="list-style-type: none"> • A character is a person, animal or thing that speaks or does something in a story. • A plot is what happens in a story. • A setting is a place where things happen in a story. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Articulation and clarity <p>Nursery Skill Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Ideas and feelings can be explained to another person by talking. • Saying words and sounds clearly makes it easier for other 	<p>things happen in a story.</p> <ul style="list-style-type: none"> • Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Discuss <p>Reception Skill Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A conversation is a back-and-forth exchange with someone, such as an adult or friend. • Conversations and discussions can help you offer your own ideas, work together, solve 	<p>events and settings.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Discuss <p>Reception Skill Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A conversation is a back-and-forth exchange with someone, such as an adult or friend. • Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. • Problem-solving words and phrases include 'so that', 'it 	<ul style="list-style-type: none"> • Infer <p>Nursery Skill Talk about the pictures in storybooks.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A story is an account of something that happened that can be true or made up. • Pictures give us information about the characters, setting and plot of a story. • A character is a person, animal or thing that speaks or does something in a story. • A plot is what happens in a story. • A setting is a place where things happen in a story. <p>Concept/Aspect</p>	<p>Core knowledge</p> <ul style="list-style-type: none"> • A story is an account of something that happened that can be true or made up. • A rhyme is a word that has the same last sound as another word. • A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. • Stories, rhymes and poems will contain new words. • The meanings of new words can be found by thinking about the context or pictures, or by asking questions. <p>Concept/Aspect</p>
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	<p>recognise from other stories.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Articulation and clarity <p>Nursery Skill Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Ideas and feelings can be explained to another person by talking. • Saying words and sounds clearly makes it easier for other people to understand you. • A sentence is a group of words that are connected to each other 	<p>people to understand you.</p> <ul style="list-style-type: none"> • A sentence is a group of words that are connected to each other to make sense. • Some sounds need practice to pronounce them correctly, such as 'r', 'j', 'th', 'ch' and 'sh'. • Multi-syllabic words need practice to pronounce them correctly. <p>Reception Skill Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Talking in full sentences helps other people to understand what you are saying. • When you are explaining ideas, thoughts and 	<p>problems, explain your feelings and make plans.</p> <ul style="list-style-type: none"> • Problem-solving words and phrases include 'so that', 'it might be' and 'because'. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Question <p>Reception Skill During small group, class and 1:1 discussions, ask questions to understand what has been said.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. • Questions can be used to check that you understand something. <p>Concept/Aspect</p>	<p>might be' and 'because'.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Question <p>Reception Skill During small group, class and 1:1 discussions, ask questions to understand what has been said.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. • Questions can be used to check that you understand something. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Articulation and clarity <p>Reception Skill Explain their ideas and thoughts in full sentences, including</p>	<ul style="list-style-type: none"> • Question & explain <p>Reception Skill Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • An event is something that happens in a story. • A setting is a place where things happen in a story. • Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Question <p>Reception Skill During small group, class and 1:1 discussions, ask</p>	<ul style="list-style-type: none"> • Question & explain <p>Reception Skill Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • An event is something that happens in a story. • A setting is a place where things happen in a story. • Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Discuss <p>Reception Skill Develop storylines in their pretend play and use conversations and</p>
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	<p>to make sense.</p> <ul style="list-style-type: none"> Some sounds need practice to pronounce them correctly, such as 'r', 'j', 'th', 'ch' and 'sh'. Multi-syllabic words need practice to pronounce them correctly. Ideas and feelings can be explained to another person by talking. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Listen & respond <p>Nursery Skill Listen to others when 1:1 or in a small group, and start and continue a conversation with a friend for many turns.</p> <p>Core knowledge</p>	<p>events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense.</p> <ul style="list-style-type: none"> The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'. <p>Concept/Aspect</p>	<ul style="list-style-type: none"> Articulation and clarity <p>Reception Skill Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events 	<p>using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Talking in full sentences helps other people to understand what you are saying. When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, 	<p>questions to understand what has been said.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Articulation and clarity <p>Reception Skill Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Talking in full sentences helps other people to 	<p>discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Question <p>Reception Skill During small group, class and 1:1 discussions, ask</p>
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	<ul style="list-style-type: none"> • It is important to listen to others. • Sharing thoughts and ideas helps others understand what you are thinking and feeling. • Looking at the person who is speaking makes it easier to listen to them. • There are different ways to start a conversation, such as sharing your thoughts or ideas with others. • Conversations can be continued in many ways, such as by adding to what has been said, asking or 	<ul style="list-style-type: none"> • Evaluation <p>Nursery Skill Take part in different games and activities and begin to talk about which ones they enjoy.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Question <p>Nursery Skill Understand and ask 'why' questions and a variety of two-part questions.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • 'Questions can be asked following an answer to another question, such as asking 'why' when finding out someone's favourite food. • Questions help you find information, such as 'What time is it?' • There are lots of different imaginary 	<p>that have already happened.</p> <ul style="list-style-type: none"> • The future tense refers to events that have not yet happened. • Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. • Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Listen & respond <p>Reception Skill 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.</p> <p>Core knowledge</p>	<p>can help to explain the relationship between ideas within a sentence.</p> <ul style="list-style-type: none"> • Sequencing words can help to describe events in order, such as 'before', 'then' and 'after'. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Listen & respond <p>Reception Skill 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.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Listening is important because it helps you to learn and know what to do. • Listening is important 	<p>understand what you are saying.</p> <ul style="list-style-type: none"> • When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. • The present tense refers to events that are happening now. • The past tense refers to events that have already happened. • The future tense refers to events that have not yet happened. • Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. • Sequencing words can help to describe events in order, such as 'before', 	<p>questions to understand what has been said.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. • Questions can be used to check that you understand something. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Articulation and clarity <p>Reception Skill Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Talking in full sentences helps other people to
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	<p>answering a question.</p> <ul style="list-style-type: none"> Hearing your name can mean that important information will follow. Everyone is different and special. <p>Reception Skill 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. Core knowledge</p> <ul style="list-style-type: none"> Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or 	<p>creatures and people in fairy tales.</p> <p>Reception Skill During small group, class and 1:1 discussions, ask questions to understand what has been said. Core knowledge</p> <ul style="list-style-type: none"> Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. Questions can be used to check that you understand something. Fairy tales have animals, people and made up characters including bears, witches, trolls and princesses. <p>Concept/Aspect</p>	<ul style="list-style-type: none"> Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Understanding <p>Reception Skill Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Core knowledge</p> <ul style="list-style-type: none"> You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people and events. 	<p>because it helps you work or play in a group or class situation.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Understanding <p>Reception Skill Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Core knowledge</p> <ul style="list-style-type: none"> You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. 	<p>'then' and 'after'.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Listen & respond <p>Reception Skill 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. Core knowledge</p> <ul style="list-style-type: none"> Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Understanding <p>Reception Skill</p>	<p>understand what you are saying.</p> <ul style="list-style-type: none"> When you are explaining ideas, thoughts and events, it is helpful to the listener if you maintain the appropriate verb tense, such as the past, present or future tense. The present tense refers to events that are happening now. The past tense refers to events that have already happened. The future tense refers to events that have not yet happened. Conjunctions, or joining words, can help to explain the relationship between ideas within a sentence. Sequencing words can help to describe events in order, such as 'before',
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	<p>class situation.</p> <ul style="list-style-type: none"> Listening is important because it helps you to learn and know what to do. It is important to listen to instructions in order to understand what to do. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Questioning <p>Reception Skill Ask a relevant scientific question to find out more, explain how things work and why they might happen.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Question & explain <p>Reception Skill Describe the characters, events</p>	<ul style="list-style-type: none"> Question & explain <p>Reception Skill Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. There are lots of new stories that tell fairy tales in a different way. <p>Concept/Aspect</p>	<ul style="list-style-type: none"> New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Reception Skill Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Some stories include events and settings that people experience in 	<ul style="list-style-type: none"> A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Reception Skill Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Some stories include events and settings that people experience in real life or recognise from other stories. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Vocabulary 	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they 	<p>'then' and 'after'.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Listen & respond <p>Reception Skill 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.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Listening is important because it helps you to learn and know what to do. Listening is important because it helps you work or play in a group or class situation. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Understanding <p>Reception Skill</p>
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	<p>and settings in stories that have been read to them using recently introduced vocabulary.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> An event is something that happens in a story. A setting is a place where things happen in a story. Topic words can be incorporated into descriptive phrases or sentences about characters, events and settings. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Question <p>Reception Skill During small group, class and 1:1 discussions, ask questions to</p>	<ul style="list-style-type: none"> Discuss <p>Reception Skill Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A conversation is a back-and-forth exchange with someone, such as an adult or friend. Conversations and discussions can help you offer your own ideas, work together, solve problems, explain your feelings and make plans. Problem-solving words and phrases include 'so that', 'it might be' and 'because'. <p>Concept/Aspect</p>	<p>real life or recognise from other stories.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. 	<p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. 	<p>create for a reader.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Reception Skill Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Some stories include events and settings that people experience in real life or recognise from other stories. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> You can use the words you learn in books to help you explain why things happen. Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. A rhyme is a word that has the same last sound as another word. A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they
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	<p>understand what has been said.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Questions can be asked of adults and other children in different situations, such as 1:1 or in a small group. • Questions can be used to check that you understand something. • Questions can be used to check that you understand something. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class</p>	<ul style="list-style-type: none"> • Listen & respond <p>Reception Skill 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.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Listening is important because it helps you to learn and know what to do. • Listening is important because it helps you work or play in a group or class situation. • Listening is important because it helps you to learn and know what to do. <p>Concept/Aspect</p>			<p>Core knowledge</p> <ul style="list-style-type: none"> • Social phrases are phrases that are used in everyday life, such as greetings. • Phrases and refrains from texts can be used in classroom conversations or play activities. 	<p>create for a reader.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Social phrases are phrases that are used in everyday life, such as greetings. • Phrases and refrains from texts can be used in classroom conversations or play activities.
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	<p>and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Social phrases are phrases that are used in everyday life, such as greetings. • Phrases and refrains from texts can be used in classroom conversations or play activities. 	<ul style="list-style-type: none"> • Understanding <p>Reception Skill</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • You can use the words you learn in books to help you explain why things happen. • Non-fiction is a text or book about real facts, people and events. • New words can be understood by using them in new situations. • A rhyme is a word that has the same last sound as another word. • A poem is written in separate lines that sometimes end in a rhyme. The words are 				
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chosen because of how they sound and the images they create for a reader.

Concept/Aspect

- Vocabulary

Reception Skill

Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.

Core knowledge

- Social phrases are phrases that are used in everyday life, such as greetings.
- Phrases and refrains from texts can be used in classroom conversations or play activities.