

## Communication and Language ELG: Speaking



### 1. Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary

| Pre-school  | Nursery  | Reception & ELG  | Links to Year 1  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Start to develop conversations often jumping from topic to topic</li> <li>Make themselves understood and can become frustrated when they cannot</li> </ul> | <ul style="list-style-type: none"> <li>Explain, describe, recount and retell</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> <li>Join in with conversation in one to one and small group situations</li> <li>Develop their pronunciation but may have problems saying:                             <ul style="list-style-type: none"> <li>Some sounds: r, j, th, ch, sh</li> <li>Multisyllabic words such as pterodactyl, planetarium or hippopotamus</li> </ul> </li> </ul> | <p style="color: green;">Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</p> <ul style="list-style-type: none"> <li>Take part in whole class and group discussions</li> <li>Express own ideas and feelings</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions</li> <li>Learn new vocabulary</li> <li>Use new vocabulary through the day</li> <li>Use new vocabulary in different contexts</li> </ul> | <ul style="list-style-type: none"> <li>Story time</li> <li>Guided reading</li> <li>Talking partners</li> <li>Circle time</li> <li>Check in, check up, check out</li> <li>Group work</li> <li>Assembly</li> </ul> |

#### Key Vocabulary

Listen, question, ask, speak, say, who, what, where, why, when, did, can, do, should, could, would, how, group, attention, understand, explain, describe, retell, idea, feeling

### 2. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate

| Pre-school   | Nursery   | Reception & ELG  | Links to Year 1  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>Can choose a book/rhyme to be read to them</li> <li>Start to use some words they have heard in stories, rhymes and poems</li> </ul> | <ul style="list-style-type: none"> <li>Use a wide range of vocabulary</li> <li>Use some words they have heard in stories, rhymes and poems</li> <li>Know many rhymes</li> <li>Be able to talk about familiar books</li> <li>Be able to tell a long story</li> </ul> | <p style="color: green;">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate</p> <ul style="list-style-type: none"> <li>Explain why things might happen</li> <li>Use talk to help work out problems and organise thinking activities, and to explain how things work and why they might happen</li> <li>Use recently introduced vocabulary to explain.</li> <li>Retell stories using some phrases from the text and some of their own language</li> </ul> | <ul style="list-style-type: none"> <li>Story time</li> <li>Guided reading</li> <li>Talking partners</li> <li>Circle time</li> <li>Check in, check up, check out</li> <li>Group work</li> <li>Assembly</li> </ul> |

#### Key Vocabulary

Listen, question, ask, speak, say, who, what, where, why, when, did, can, do, should, could, would, how, group, attention, understand, explain, describe, retell, idea, feeling

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3. 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 an adult

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|---|---|--|--|
| <ul style="list-style-type: none"> <li>Start to say how they are feeling using words as well as actions, eg happy, sad, angry</li> <li>Starting to put two or three words together to develop a sentence</li> <li>Start to use words for time e.g. now/ later</li> <li>Include descriptive words e.g. blue car</li> </ul> | <ul style="list-style-type: none"> <li>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'</li> <li>Use conjunctions to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice</li> <li>Use longer sentences of 4-6 words</li> <li>Use talk to organise themselves and their play: "lets go on a bus...you sit there...I'll be the driver".</li> </ul> | <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 an adult</p> <ul style="list-style-type: none"> <li>Use full sentences using past, present and future tenses</li> <li>Connect one idea or action to another using a range of conjunctions with modelling and support</li> <li>Articulate their ideas and thoughts in well-formed sentences with modelling and support</li> <li>Describe events in some detail with modelling and support</li> </ul> | <ul style="list-style-type: none"> <li>Story time</li> <li>Guided reading</li> <li>Talking partners</li> <li>Circle time</li> <li>Check in, check up, check out</li> <li>Group work</li> <li>Assembly</li> </ul> |
| Key Vocabulary  |   |  |  |
| Listen, question, ask, speak, say, who, what, where, why, when, did, can, do, should, could, would, how, group, attention, understand, conversation, now, later, next, then, after, before  |   |  |  |
| *correct use of tense e.g. I played with the ball, I play the ball/I am playing with the ball, I am going to play with the ball, etc...   |   |  |  |

| Assessment Tracker |          |              |          |              |          |              |                                  |
|--------------------|----------|--------------|----------|--------------|----------|--------------|----------------------------------|
| Year Group         | Term 1   |              | Term 2   |              | Term 3   |              | Just Reception:<br>ELG achieved? |
|                    | On track | Not on track | On track | Not on track | On track | Not on track |                                  |
| Preschool          |          |              |          |              |          |              |                                  |
| Nursery            |          |              |          |              |          |              |                                  |
|                    |          |              |          |              |          |              |                                  |
| Reception          |          |              |          |              |          |              |                                  |