



# Walbrook Nursery School

## Communication and Language Long-Term Plan

	Term 1		Term 2		Term 3		Term 4 and 5 Challenge and Extension
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>We are learning to...</b>	<ul style="list-style-type: none"> <li>-sit for a short duration while listening to a story.</li> <li>-handle books with care.</li> <li>-follow a simple one-step instruction e.g., get your coat.</li> <li>-turn and listen to a teacher when they say our name.</li> <li>-answer a simple naming question (e.g., What is it? Show me...)</li> <li>-recognise repeated nursery rhymes and songs.</li> <li>-use two or more word sentences.</li> <li>-use "what" and "where" questions.</li> <li>-recognise and say the names of different staff members.</li> <li>-ask for help.</li> </ul>		<ul style="list-style-type: none"> <li>-sit for most of the story and show attention to it while it is being read.</li> <li>-share our thoughts about what is happening in the story.</li> <li>-listen and follow two-step instructions.</li> <li>-turn and listen to an adult and child when they say our name.</li> <li>-answer a simple describing question (e.g., what happened/ what colour is it/ what size is it?).</li> <li>-remember and sing a range of key words in nursery rhymes.</li> <li>-use "why" questions.</li> <li>-have short back and forth conversations.</li> <li>-share our views.</li> <li>-extend our sentences using 'and'.</li> </ul>		<ul style="list-style-type: none"> <li>-listen to longer stories.</li> <li>Recall key parts of the story.</li> <li>-understand and follow three step instructions.</li> <li>-answer identification questions (e.g., how are these the same? Tell me another story with a...)</li> <li>-answer prediction questions (e.g., What will happen if... Why?)</li> <li>-choose and sing a large range of songs.</li> <li>-tell a short story/ series of events.</li> <li>-continue a conversation with many turns by responding to what the other person says.</li> <li>-use longer more accurate sentences (four to six words).</li> <li>-extend our sentences using 'because'.</li> <li>-talk about the past.</li> <li>-talk about the future.</li> </ul>		<ul style="list-style-type: none"> <li>-tell the beginning, middle and end of a story.</li> <li>-use first, next, last to sequence our own instructions and ideas.</li> <li>-plan our own activities by talking through what we are going to do.</li> <li>-answer simple retrieval questions about stories.</li> <li>-ask our own questions to clarify understanding.</li> <li>-take part in group conversations by listening to all involved.</li> </ul>
<b>Suggested Teachable Moments</b>	<p>Reading stories in the book corner/ reading hut            Story of the week table            Model holding and turning pages in a book.            Give simple one step at a time instructions in every activity with visual            Engage children in simple conversation            Direct children to first, next, last instruction cards around classroom for activities            Use 'What' and 'Where' questions in all areas of nursery            Stage for singing outdoors            Instruments and song cards            Music on the IWB            Staff jigsaws            Staff photo hunt            Nursery rhyme circle time</p>		<p>Reading stories in the book corner/ reading hut            Story of the week table            Acting out story of the week            Sequencing story pictures            Give visual two step instructions            Use describing questions in environment-can you find something that is small? What colour is this?            Direct children to first, next, last instruction cards around classroom for activities            Stage for singing outdoors            Instruments and song cards            Music on the IWB            Model asking why questions and answering them with own prediction            Encourage children to engage in back and forth conversation            Model using 'and'            Encourage children to use 'and' e.g., "What else should I buy from the shop, cheese and..."</p>		<p>Reading stories in the book corner/ reading hut            Story of the week table            Acting out story of the week            Sequencing story pictures            Making character puppets and using in play            Give two step instructions with fewer visual prompts            Ask identification questions in environment            Encourage prediction e.g., "what do you think will happen if I put another brick on my tall tower?"            Direct children to first, next, last instruction cards around classroom for activities            Stage for singing outdoors            Instruments and song cards            Music on the IWB            Encourage children to sequence their own thoughts and events using 'first, next, last'            Encourage children to engage in conversation with an adult and other children            Ask 'why' questions and encourage use of 'because' in the sentence            Photos from past learning experiences displayed for children to interact with            Introduce big school-talk about the future and what it will be like at school</p>		<p>Reading stories in the book corner/ reading hut            Story of the week table            Acting out story of the week            Encourage children to tell story to friends            Encouraging use of 'first, next, last' when story sequencing verbally            Use three step instructions and encourage child to repeat them back            Ask children to tell you what they are going to do-encourage planning dialogue e.g., 'What are you going to need'            Encourage children to ask own questions-curiosity corner/ on trips/ around the chicks/ butterflies</p>

<b>Objectives</b>	<p>Beginning to sit for simple stories.</p> <p>Accesses books independently by flicking through the pages one at a time, noticing if my book is the correct way up.</p> <p>Follows simple one-step instruction with visual example and guidance.</p> <p>Responds to name with help from the adult (gentle contact like a shoulder touch).</p> <p>Understands and answers simple (stage one Blank Questioning) questions based on vocabulary. E.g., What is... show me....</p> <p>Becoming familiar with repeated simple nursery rhymes and songs.</p> <p>Knows and uses the adults' names.</p> <p>Seeks out a familiar adult for help.</p> <p>Puts two or more words together.</p>	<p>Sits for a longer period when listening to stories.</p> <p>Starting to join in with conversation about the story.</p> <p>Beginning to listen and understand two-step instructions-with visual support and guidance.</p> <p>Responds to name with help from the adult and may require gentle contact.</p> <p>Understands and answers (stage two Blank Questioning) questions.</p> <p>Remembers key words from a small range of songs and starting to follow the rhythm of the tune.</p> <p>Shows confidence in speaking to multiple adults for support.</p> <p>Has simple short burst conversations with adults or children-lasting for two to three turns each.</p> <p>Shares views when playing and creating.</p> <p>Uses longer sentences with added information may contain 'and'.</p> <p>Speaks in simple sentences.</p>	<p>Enjoys listening to longer stories and can remember key parts that happen.</p> <p>Pays attention to more than one thing at a time but can still find this difficult.</p> <p>Starts to answer (Blank level three and four) more in-depth questions with support and modelling.</p> <p>Understands an instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Shifts from one task to another if my attention is fully obtained e.g., by using their name.</p> <p>Sings a large repertoire of songs and knows many rhymes.</p> <p>Talks about familiar books and be able to tell a story/narrative.</p> <p>Starts a conversation with an adult or a friend and continue it for many turns.</p> <p>Beginning to use talk to organise play.</p> <p>Expresses point of view.</p> <p>Uses sentences of four to six words with recognisable sentence structure e.g. "What's that thing called?".</p> <p>Extends sentences with words like 'because', 'or', 'and'.</p> <p>Uses the future and past tense e.g. "I am going..." and "I went to...".</p>	<p>Talks about familiar books and be able to tell a story/narrative.</p> <p>Uses sequenced talk to organise play.</p> <p>Uses the future tense to plan out activities.</p> <p>Answers more in-depth questions about a story.</p> <p>Asks a range of questions.</p> <p>Takes part in conversations of a greater depth.</p>
<b>I can...</b>	<p>I can sit for short periods when a story is being read to a group.</p> <p>I can hold and use books with care.</p> <p>I can understand and follow the visual and verbal one step instruction.</p> <p>I can respond to my own name.</p> <p>I can answer simple questions.</p> <p>I can recognise and join in with some parts of key nursery rhymes.</p> <p>I can use what and where questions in simple two-word sentences.</p> <p>I can use two-or more word sentences to communicate.</p>	<p>I can sit for most of a group story and show interest.</p> <p>I can share my thoughts and ideas about simple parts of the story. E.g., saying what I can see</p> <p>I can listen to and follow the visual and verbal ques of two-step instructions.</p> <p>I can tun and listen to who is speaking to me to show my full attention.</p> <p>I can answer simple questions.</p> <p>I can sing a range of nursery rhymes.</p> <p>I can ask 'why' questions.</p> <p>I can join in with short back and forth conversations.</p> <p>I can share my own views.</p>	<p>I can sit for a whole story with interest.</p> <p>I can recall key parts of a story.</p> <p>I can understand and follow three step instructions sometimes with visuals.</p> <p>I can answer questions.</p> <p>I can predict what will happen.</p> <p>I can choose and sing a range of songs.</p> <p>I can tell a short narrative of events.</p> <p>I can engage in a conversation with one or more people.</p> <p>I can use longer sentences.</p> <p>I can use 'and' to extend my sentences and beginning to use 'because'.</p>	<p>I can orally sequence the beginning, middle and end of a story.</p> <p>I can use first, next and last to sequence my own thoughts/ ideas.</p> <p>I can plan out my activities by talking about what I am going to do.</p> <p>I can answer simple retrieval questions about a story.</p> <p>I can ask my own questions to gain more understanding.</p> <p>I can take part in group conversations.</p>

	<p>I can use the names of some staff members to gain an adult's attention.</p>	<p>I am beginning to use 'and' to add extra information to my sentence.</p>	<p>I can talk about the past with prompts and reminders. I can begin to say what will happen in the future i.e., what is next in the day's timetable.</p>	
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