

## Nursery: Speech, Language and Communication

Department for Education Educational Programme Development Matters (Non-statutory) Nursery Year		Our School Curriculum	
		What?	When?
<b>Listening and Attention and Understanding</b>	<ul style="list-style-type: none"> <li>→ I enjoy listening to longer stories and can remember much of what happens.</li> <li>→ I pay attention to more than one thing at a time, which can be difficult.</li>   <li>→ I understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> </ul>	<p>Offer children at least a daily story time as well as sharing books throughout the session.</p> <p>If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child’s name and then: “Please stop and listen”.</p> <p>Daily story in smaller groups planned and linked to topic</p> <p>Visual ‘5 skills for good listening’ referred to at every group time</p> <p><b>Blank Level Language strategy</b> used to assess understanding and to inform adults of appropriate levelled language.</p> <p>Elklan ‘Traffic Light’ interaction strategy used</p>	<p>Ongoing daily during each topic throughout the year.</p> <p>Weekly story plan using;</p> <ul style="list-style-type: none"> <li>→ Core books</li> <li>→ Quality texts</li> <li>→ Big books</li> <li>→ Character Development books</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>→ I use a wider range of vocabulary.</li> <li>→ I sing a large repertoire of songs.</li> <li>→ I know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<p>Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children.</p> <p>High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: “Excuse me, I’m very hungry. Do you think I could have tea with you?”</p> <p>Shared book-reading is a powerful way of having extended conversations with children. Provide children with a rich language environment by sharing books and activities with them.</p> <p><b>Reading Retreat with;</b></p> <p>Core texts, quality texts, character development books and story sacks, chosen for quality of the illustrations and language.</p> <p>Quality texts identified on medium term planning and shared with parents</p>	<p>Ongoing during each topic throughout the year.</p> <p>Adult reading with children and sharing stories during;</p> <p>Daily story time.</p> <p>DEAR time daily.</p> <p>Weekly one to one reading session</p>

	<p>→ I develop my communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>→ I can develop my pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> <p>→ I use longer sentences of four to six words.</p> <p>→ I am 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.</p> <p>→ I can start a conversation with an adult or a friend and continue it for many turns.</p> <p>→ I can use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Vocabulary to be taught is identified for each core book and quality text using Word Aware STAR approach</p> <p><b>Daily opportunity to sing and rhyme which supports routine;</b></p> <p>What’s the Weather How Do You Do? Wash your dirty hands Hey numbers you’re so fine Tidy Up song Ring games</p> <p><b>Topic based songs;</b></p> <p>Action songs/ body songs Christmas songs linked to Nativity story Colours of the World songs</p> <p><b>Topic songs are shared with parents</b></p> <p>Vocabulary is displayed in Reading Retreat and is specifically taught using InPrint 3</p> <p>Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Encourage children to talk about what is happening and give their own ideas. It helps children to build their vocabulary. Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p> <p><b>Blank Level Language strategy</b> used to assess understanding and to inform adults of appropriate levelled language.</p>	<p>Autumn 1 ‘This is Me’ Autumn 2 ‘Night and Day’ Spring 1 ‘What’s Inside?’ Spring 2 –‘What’s Outside?’ Summer 1 ‘What’s a Rainbow?’ Summer 2 ‘Catch Me If You Can1’</p>
<p><b>Developmental checkpoint</b></p>	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>		

# Reception: Speech, Language and Communication

Department for Education Educational Programme Development Matters (Non-statutory) Reception Year Early Learning Goals (Statutory) End of Reception		Our School Curriculum	
		What?	When?
<b>Listening and Attention and Understanding</b>	<ul style="list-style-type: none"> <li>→ I can understand how to listen carefully and why listening is important.</li> <li>→ I can listen to and talk about stories to build familiarity and understanding.</li> <li>→ I can listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>→ I engage in storytimes.</li> <li>→ I can learn rhymes, poems and songs.</li> <li>→ I engage in non-fiction books</li> <li>→ I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>→ I can 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.</li> <li>→ I make comments about what I have heard and ask questions to clarify my understanding.</li> <li>→ I hold conversation when engaged in back-and forth exchanges with my teacher and peers.</li> </ul>	Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.” Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.” Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.”	Ongoing daily during each topic throughout the year.  Weekly story plan using; <ul style="list-style-type: none"> <li>→ Core books</li> <li>→ Quality texts</li> <li>→ Big books</li> </ul> Character Development books
<b>Speaking</b>	<ul style="list-style-type: none"> <li>→ I use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>→ I learn new vocabulary</li> <li>→ I can articulate my ideas and thoughts in well-formed sentences.</li> <li>→ I can connect one idea or action to another using a range of connectives.</li> <li>→ I can describe events in some detail.</li> <li>→ I can use social phrases.</li> <li>→ I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.</li> </ul>	Identify new vocabulary before planning activities, for example, changes in materials: ‘dissolving’, ‘drying’, ‘evaporating’; in music: ‘percussion’, ‘tambourine’. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”. Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?”	Ongoing daily during each topic throughout the year. Adult reading with children and sharing stories during; Daily story time. DEAR time daily Twice weekly one to one reading session

- I use new vocabulary in different contexts.
- I participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.
- I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- I express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.

Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?"

Use the vocabulary repeatedly through the week.

Keep a list of previously taught vocabulary and review it in different contexts.

Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."

Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters.

Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."

Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"

Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order:

		'last week...' Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"	
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## Year 1 Spoken Language and Vocabulary

Department for Education Statutory Guidance		Our School Curriculum	
		What?	When?
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>→ I listen and respond appropriately to adults and their peers</li> <li>→ I ask relevant questions to extend their understanding and knowledge</li> <li>→ I use relevant strategies to build their vocabulary</li> <li>→ I articulate and justify answers, arguments and opinions</li> <li>→ I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>→ I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>→ I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>→ I speak audibly and fluently with an increasing command of Standard English</li> <li>→ I participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>→ I gain, maintain and monitor the interest of the listener(s)</li> <li>→ I consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.</p> <p>Using Universally Speaking—ages and stages of speech and language development from 5 to 11 years to guide level of communication expected in 6 aspects of spoken language;</p> <ul style="list-style-type: none"> <li>• Attention, listening and understating</li> <li>• Vocabulary</li> <li>• Speech sounds</li> <li>• Sentence building and grammar</li> <li>• Story-telling and narrative</li> <li>• Conversations and social interaction</li> </ul> <p>By age 5 (page 6) and By age 7 (page 10)</p> <p>Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class.</p> <p>Teaching and Learning strategies- Paired Talk, Clap and Tell, Jigsaw</p> <p>Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>R Time principles explicitly taught and applied to social interactions between teacher and pupils and peer interactions</p> <p>Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss</p>	<p>Ongoing daily during each topic throughout the year.</p> <p>Adult reading with children and sharing stories during; Daily story time.</p> <p>DEAR time daily</p> <p>Twice weekly one to one reading session</p> <p>Ongoing daily during each topic throughout the year</p> <p>-Aut 1 – What makes my world wonderful? (humans and animals)</p> <p>-Aut 2 - What makes my world wonderful? (Polar regions)</p> <p>-Spr 1 – What's inside a castle's walls?</p> <p>-Spr2 – How does your garden grow?</p> <p>-Sum 1 - Where in the universe would you like to explore?</p> <p>-Sum 2 - Would you like to live next door to a pirate?</p>

	<p>→ I select and use appropriate registers for effective communication.</p>	<p>abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.  Vocabulary is selected and taught to support topics using STAR approach from 'Word Aware – Teaching Vocabulary Across the Day, Across the Curriculum'  S-Select  T-Teach  A-Activate  R-Review  Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.  Elklan Traffic Light Interaction poster used to structure interactions between adults and pupils  Noise level cards used to create a 'Communication Friendly Environment'</p>	
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## Year 2 Spoken Language and Vocabulary

Department for Education Statutory Guidance		Our School Curriculum	
		What?	When?
<p><b>Spoken Language</b></p>	<p>→ I listen and respond appropriately to adults and their peers  → I ask relevant questions to extend their understanding and knowledge  → I use relevant strategies to build their vocabulary  → I articulate and justify answers, arguments and opinions  → I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  → I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.  Using Universally Speaking—ages and stages of speech and language development from 5 to 11 years to guide level of communication expected in 6 aspects of spoken language;</p> <ul style="list-style-type: none"> <li>• Attention, listening and understating</li> <li>• Vocabulary</li> <li>• Speech sounds</li> <li>• Sentence building and grammar</li> <li>• Story-telling and narrative</li> <li>• Conversations and social interaction</li> </ul> <p>By age 5 (page 6) and By age 7 (page 10)  Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance</p>	<p>Ongoing daily during each topic throughout the year.  Adult reading with children and sharing stories during;  Daily story time.  DEAR time daily  Twice weekly one to one reading session</p> <p>Ongoing daily during each topic throughout the year</p>

	<p>→ I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>→ I speak audibly and fluently with an increasing command of Standard English</p> <p>→ I participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>→ I gain, maintain and monitor the interest of the listener(s)</p> <p>→ I consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>I select and use appropriate registers for effective communication.</p>	<p>the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class.</p> <p>Teaching and Learning strategies- Paired Talk, Clap and Tell, Jigsaw</p> <p>Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</p> <p>R Time principles explicitly taught and applied to social interactions between teacher and pupils and peer interactions</p> <p>Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.</p> <p>Vocabulary is selected and taught to support topics using STAR approach from 'Word Aware – Teaching Vocabulary Across the Day, Across the Curriculum'</p> <p>S-Select T-Teach A-Activate R-Review</p> <p>Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.</p> <p>Elklan Traffic Light Interaction poster used to structure interactions between adults and pupils</p> <p>Noise level cards used to create a 'Communication Friendly Environment'</p>	<p>Ongoing daily during each topic throughout the year</p> <p>-Aut 1 – What makes a hero? Florence Nightingale/ Mary Seacole</p> <p>-Aut 2 – What makes a hero? Great Fire of London.</p> <p>-Spr 1 – Where did the birds go? (animals)</p> <p>-Spr2 – How does it grow? (local plants)</p> <p>-Sum 1 - Would you feel lonely living in a forest? Tin Forest</p> <p>-Sum 2 – What's inside the egg? (dinosaurs)</p>
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