



Communication Curriculum Map

<p>Year 1 Core</p>	<p>To contribute appropriately to 1:1 and small group discussions (own communication method)</p> <p>To show understanding of the connections between familiar related concepts in everyday context, which include:</p> <p><u>Vocabulary</u> clean/dirty,</p>	<p>To listen to, attend to and follow a story for short stretches of time with occasional prompts</p> <p>To consistently use 3 key words/ signs/ symbols to communicate simple ideas in a range of contexts</p> <p>Can discriminate loud and quiet sounds</p> <p>To begin to talk about past events</p>	<p>to begin to choose appropriate words to describe sounds they hear using sign/symbols or words</p> <p><u>Vocabulary</u> Loud, fierce, rough, squeaky, bumpy, high, low, wobbly, fast, slow, quiet, loud, long, short</p> <p>Is able to attend to an adult modelling imaginative play.</p> <p>Begins to create own play sequences using</p>	<p>To ask a range of questions using <u>who?</u></p> <p>Can answer simple <u>'who?'</u> <u>'what?'</u></p> <p>questions about a story or poem with support</p> <p>To contribute appropriately to 1:1 and small group discussions</p> <p>to begin to demonstrate an understanding</p>	<p>Speaking</p> <p>To begin to use regular plurals correctly</p> <p>To listen to, attend to and follow a story for short stretches of time with occasional prompts</p> <p>pupil uses some vocabulary related to time concepts</p> <p><u>Vocabulary</u> On Friday, yesterday, it's dinnertime,</p>	<p>Speaking</p> <p>To talk about <u>past/future events</u> using words/ signs/ symbols in discussions and role play. They may not always use correct grammatical form</p> <p>To follow instructions with 3 key words/ signs/ symbols given on an individual basis</p>
------------------------	--	---	--	--	---	---

	<p>hot/cold long/short, up/down</p> <p>To produce contrasts in speed and loudness in response to a prompt</p> <p>Pupil can identify similar sounds from a choice of 2</p> <p>To start to understand a greater amount of words/ signs/ symbols including verbs</p> <p>All verb</p>	<p>with greater accuracy</p> <p>To understand a range of <u>nouns</u> – <u>continue and extend</u></p> <p>To categorise objects and sort familiar sets in to subsets when given a verbal instruction (no more than 2 sets) Animals: zoo/ farm</p> <p>Food: fruit/ not fruit</p> <p><u>Vocabulary</u></p> <p>farm animals/pets, Clothing, family and people, food and drink, toys, body parts</p>	<p>small world equipment or when in the outdoor area</p> <p><i>Begins</i> to show understanding of time related concepts - On Friday, yesterday, it's dinnertime, when are we going home?</p> <p>To begin to talk about future events with greater accuracy</p>	<p>of a range of comparatives</p> <p><u>Vocabulary</u></p> <p>bigger, longer, smaller</p> <p>To begin to respond to and use an increasing number of words/ signs/ symbols including complex prepositions</p> <p><u>Vocabulary:</u></p> <p>Next to</p> <p>In front of</p> <p>Behind</p> <p>Down</p> <p>Off</p>	<p>answer simple <u>'which?'</u> and <u>'where?'</u> questions about a story or poem with support</p>	<p>by a familiar adult</p> <p>When telling familiar stories pupil begins to use words such as 'a' and 'the' to add detail to a sentence</p> <p>To demonstrate understanding of a range of more complex prepositions with symbol/gestural support</p> <p><u>Vocabulary</u></p>
--	---	--	---	---	---	---

	<p>vocabulary up to P8 (see specifically P4/5) plus:</p> <p>Cry, cut, Fall, Give, Go, Hug, Kiss, Put, Splash, Stop, Throw, Tickle, Pull, Push</p> <p>To demonstrate understanding of an instruction containing 3 key words by a less familiar adult.</p>	<p>Transport, everyday objects, home outside</p>		<p>There Up</p>		<p>Next to, in-front, behind</p> <p>To begin to link 4 words/ signs/ symbols using a range of simple structures when communicating about their own experiences or telling a familiar story both in groups and 1:1 situations</p>
Y1 Functional	use vocabulary that starts to	To use vocabulary that starts to include a wider	To use/understand a	Respond appropriately to simple	To relate spontaneous play to other	To select basic objects by function

	<p>include a wider range of simple <u>nouns</u></p> <p>TO CONTINUE TO SUPPORT ACROSS ALL CURRICULUM AREAS AND TERMS)</p> <p><u>Vocabulary/ Categories</u></p> <p>farm animals/pets</p> <p>clothing</p> <p>family and people</p> <p>food and drink</p> <p>toys</p> <p>body parts</p> <p>transport</p>	<p>range of simple <u>verbs</u></p> <p><u>Vocabulary list:</u></p> <p><u>basic verbs</u></p> <p><u>including -</u></p> <p>Sit , Drink, Wash, Clap, Wave, Brush, Eat</p> <p>To Understand requests and instructions containing two key words/signs/symbols (<u>noun + verb</u>)</p> <p>Begins to use simple <u>'who?'</u> questions</p> <p>To follow instructions with 2/3 key words given on an individual basis</p>	<p>wider range of simple <u>adjectives</u></p> <p><u>Vocabulary list:</u></p> <p><u>basic adjectives</u></p> <p><u>including-</u></p> <p>Hot, Cold, Dirty, Nice</p> <p>to start and stop playing an instrument or doing an activity when given a verbal or visual signal Responds appropriately to <u>who/what/where/Which?</u> questions asked by a familiar adult that relate to the here and now.(Blank L1) symbol support</p>	<p>questions about familiar or immediate events or experiences. For example, "Are you ready?" "Is that your coat?"</p> <p>To discriminate and reproduce loud and quiet, fast and slow sounds in imitation</p> <p>begin to use 2 word negative phrases</p> <p><u>Vocabulary List</u></p> <p>No milk, no coat, ball gone, no sit</p>	<p>people and objects (vary experiences)</p> <p>Begins to combine 2 words/ signs/ symbols* (<u>noun/ noun</u>) in simple phrases</p> <p><i>*Use colourful semantics to support</i></p> <p><u>Vocabulary List</u></p> <p>Dolly chair, daddy car, teddy shoes</p> <p>to follow simple context embedded instructions given to a small group</p>	<p>Begins to combine 2 words/ signs/ symbols (<u>noun/ verb</u>) in simple phrases</p> <p><u>Vocabulary List</u></p> <p>Dolly sit, boy eat, dad run</p> <p>To combine 2 words/ signs/ symbols in a simple two way conversation</p> <p>Begins to show an awareness of <u>adverbs</u></p> <p><u>Vocabulary</u></p> <p>Fast, slow, quiet, loud</p> <p>(extend)</p>
--	--	--	---	--	--	---

	<p>everyday objects</p> <p>Please also see vocabulary list</p> <p>To Understand requests and instructions containing two key words/signs/symbols (<u>noun + noun</u>)</p> <p>Phase 1 phonics –</p> <ul style="list-style-type: none"> To listen to and respond to a sound To identify and imitate sounds 	<p>including '<u>big</u>' and '<u>little</u>'</p> <p><u>To begin</u> to use sounds imaginatively to represent a story character</p> <p><i>To begin to use a range of simple 3 word phrases to make requests or make simple comments</i></p> <p><u>Vocabulary</u></p> <p>“I want drink/cup” “Dad gone home” “Going on bike”</p>	<p>Begins to use some simple prepositions</p> <p>To follow instructions with 2/3 key words given on an individual basis that include <u>simple prepositions</u> (extend)</p> <p>In a small group pupil can follow familiar instructions when addressed individually by name</p> <p>Pupil begins to use some <u>pronouns</u> in response to picture cards</p>	<p>To demonstrate understanding of simple negative forms</p> <p><i>Begins to use a range of pronouns, nouns and <u>verbs</u> in simple 3 word phrases*</i> (preferred communication method)</p> <p>*use colourful semantics</p> <p><u>Vocabulary</u></p> <p>“Boy eating banana” “I want cup” “</p> <p>To begin to use some <u>adverbs</u></p>	<p><i>Begins to use a range of simple 3 word phrases using pronouns, nouns and <u>adjectives</u> to make requests or comments*</i> (preferred communication method)</p> <p>*use colourful semantics</p> <p><u>Vocabulary</u></p> <p>“I want red drink” “I see spotty cup” “My red car”</p>	<p><i>Begins to use a range of simple 3 word phrases using nouns and <u>prepositions</u></i></p> <p>To remember and repeat a simple rhythm</p> <p><u>Vocabulary</u></p> <p>in, on, under “Monkey under bed”</p> <p>to use 3 words/signs/ symbols to communicate meaning in familiar</p>
--	--	--	--	--	---	--

	<ul style="list-style-type: none"> To copy a pattern of sound <p>To initiate using speech/ sign/ symbol</p> <p>Starts to use simple 'what?' questions</p>		<p><u>Vocabulary</u></p> <p>Me, it, I, he, she</p> <p>to follow simple rules such as taking turns in small group situations with minimal adult prompts</p> <p>to start to use simple 'where?' questions but child may infer a question by intonation</p> <p><u>Vocabulary</u></p> <p>"Where's dog?" Infer "dog's gone?"</p>	<p>in 3 word phrases</p> <p><u>Vocabulary</u></p> <p>"Boy run fast" "That very big"</p>		<p>situations (vary experiences)</p>
--	--	--	---	---	--	--------------------------------------

Exploratory

Use flexibly and with an individualised approach across all year groups

Vocabulary: to be threaded through the entire term - To imitate or repeat between 10 and 50 single words signs or symbols

See suggested vocabulary list below. Vocabulary also to be determined by child's interests

Own name, mum, dad

Social: hello, bye-bye, no, more, all gone

Animals: cat, dog, cow, duck, fish

Dressing: coat, dress, hat, trousers, shoes

Every day: cup, spoon, keys, telephone, brush

Food/ Drinks: apple, banana, biscuit, drink, dinner, juice, milk

Body Parts: tummy, hair, hands, feet, eyes, nose, mouth, ears

Play: bubbles, balloon, bricks, doll, teddy, ball

Transport: boat, bus, car, plane, tractor, train

Exploratory <i>Use flexibly and with an individualised approach</i>	To direct communication towards adult to gain attention and for physical contact	To make choices and will request preferred activity by vocalising or indicating towards preferred object	To participate in shared activities Begin to explore objects To remember learnt responses over more	To begin to know that a familiar object signifies an event or activity	To explore materials in increasingly complex ways To demonstrate an awareness	To sustain concentration for short periods of time. To be able to make choices
---	--	--	---	--	--	---

	<p>To participate with support in shared activities for short periods of time</p> <p>To communicate spontaneously and intentionally through facial expression, gesture or emerging vocalisation¹</p> <p>To experience and develop awareness of sounds</p> <p>To use a single word, sign or</p>	<p>To demonstrate awareness of non-speech sounds</p> <p>To begin to initiate interactions and activities with known people</p> <p>To greet people in order to show that they are aware that people are different to objects</p> <p>To use a single word, sign or symbol to communicate their wants and needs, likes and dislikes of a familiar object</p>	<p>extended periods of time</p> <p>to begin to explore objects</p> <p>To take turns in familiar activities with support</p> <p>To use a single word, sign or symbol to communicate their wants and needs, likes and dislikes of a familiar object</p>	<p>To begin to show awareness of environment and events</p> <p>To anticipate events from sounds or visual cues</p> <p>Demonstrates anticipation when given tactile, visual or verbal cues.</p> <p>To use a single word, sign or symbol to communicate their wants and needs, likes and dislikes of a familiar object</p>	<p>of cause and effect</p> <p>To anticipate events demonstrating emerging response to objects of reference</p> <p>To share and explore an activity with another person for five minutes or more</p> <p>To use a single word, sign or symbol to communicate their wants and needs, likes and</p>	<p>in familiar activities</p> <p>To share and explore an activity with another person for five minutes or longer</p> <p>To use a single word, sign or symbol to communicate their wants and needs, likes and dislikes of a familiar object</p>
--	---	---	---	--	---	--

	symbol to communicate their wants and needs, likes and dislikes of a familiar object				dislikes of a familiar object	
--	--	--	--	--	-------------------------------	--

Y2 Core	<p>To contribute appropriately role play</p> <p>to identify similar sounds</p> <p>To extend understanding of the connections between familiar related concepts in everyday context. eg</p> <p>Find the missing jigsaw piece in 'opposites' game</p> <p><i>Begins to follow</i></p>	<p>To attend to a story for short stretches of time with minimal/no prompts</p> <p>To consistently use 3 key words/ signs/ symbols to communicate simple ideas in a range of contexts (increase vocabulary)</p> <p>To understand a range of <u>nouns</u></p>	<p>to begin to choose appropriate words to describe sounds they hear using sign/symbols or words—<u>BUILD ON VOCABULARY FROM Y1</u></p> <p><u>Vocabulary</u></p> <p>Loud, fierce, rough, squeaky, bumpy, high, low, wobbly, fast, slow,</p>	<p>Can answer simple '<u>who?</u>' and '<u>what?</u>' questions about a story or poem with minimum support</p> <p>To ask a range of questions using <u>when?</u></p> <p>To have an increasing</p>	<p>To contribute appropriately role play with more independence</p> <p>To understand a range of <u>prepositions</u></p> <p>-</p> <p><u>Vocabulary:</u></p> <p>Next to, In front, Behind , Down, Off, There, Up</p> <p>To answer simple '<u>which?</u>'</p>	<p>To use conjunctions that suggest cause</p> <p>Vocabulary and, because (cos)</p> <p>Follows instructions with 3 key words/ signs/ symbols given on an individual basis by a</p>
------------	--	--	---	---	--	---

<p>requests containing 4 key words/ signs/ symbols from a familiar adult.</p> <p>To talk about <u>past/future events</u> using words/ signs/ symbols in discussions and role play. They may not always use correct grammatical form</p> <p>To listen attentively with few prompts for more than 5 minutes</p> <p>To begin to show regular verb</p>	<p><u>continue and extend</u></p> <p>To use conjunction '<u>and</u>' although this may be overused and use may not necessarily be accurate</p> <p>To understand a range of <u>verbs</u></p> <p><u>Build on verb vocab</u></p> <p>To categorise objects and sort familiar sets in to subsets (no more than 2 sets) eg Animals: zoo/ farm Food: fruit/ not fruit</p> <p><u>Vocabulary/</u></p>	<p>quiet, loud, long, short</p> <p>to play imaginatively when using small world equipment or when in the outdoor area shows understanding to time related concepts</p> <p><u>Vocabulary</u></p> <p>On Friday, yesterday, it's dinnertime, when are we going home?</p> <p>To have an increasing number of words/ signs/ symbols including</p>	<p>number of words/ signs/ symbols including complex prepositions</p> <p><u>Review and build vocab</u></p> <p>Can answer simple '<u>who?</u>' and '<u>what?</u>' questions about a story or poem with minimum support (continue to extend opportunities)</p> <p>to demonstrate an understanding</p>	<p>and '<u>where?</u>' questions about a story or poem with minimal support</p> <p>continue to extend opportunities</p> <p>To link 4 words/ signs/ symbols using a range of simple structures when communicating about their own experiences or telling a familiar story both in groups and 1:1 situations</p> <p>To follow a range of instructions containing 2</p>	<p>range of adults – extend experiences</p> <p>To demonstrate understanding of a range of more complex prepositions</p> <p><u>Vocabulary</u></p> <p>Next to, in-front, behind</p> <p>To use an extensive vocabulary to convey meaning (ongoing throughout</p>
--	--	--	---	--	---

	<p>endings when using past tense – ‘ed’</p>	<p><u>Categories</u></p> <p>farm animals/pets, Clothing, family and people, food and drink, toys, body parts</p> <p>Transport, everyday objects, home outside</p>	<p>pronouns</p> <p><u>Vocabulary</u></p> <p>he, she, it, his, hers, mine</p> <p>To categorise objects and sort familiar sets in to subsets when given a verbal instruction (no more than 2 sets)</p> <p><u>Vocabulary</u></p> <p>Clothing</p> <p>Food</p> <p>Animals</p> <p>Everyday items</p>	<p>of a range of comparatives</p> <p><u>Vocabulary</u></p> <p>bigger, longer, smaller - <u>extend</u></p> <p>To understand a range of <u>adjectives</u></p> <p><u>Vocabulary:</u></p> <p>All <u>adjective</u> vocabulary up to P8 (see specifically P4/5) plus:</p> <p>Good, Happy, Naughty, Hungry, Bad, Pretty, Silly, Cross, Frightened,</p>	<p>elements within the classroom environment</p> <p>“Get your pencil case and sit at the table”</p>	<p>curriculum)</p> <p>To begin to understand questions addressed to them regarding <u>past/future</u> events related to their own experience.</p>
--	---	---	--	---	---	---

				Kind Thirsty, Clever, excited, Pleased		
Y2 Functional	use/understand a wider range of simple <u>nouns</u> - <u>extend</u> <u>vocabulary</u> (TO CONTINUE TO SUPPORT ACROSS ALL CURRICULUM AREAS AND TERMS)	To use/understand a wider range of simple <u>verbs</u> – <u>extend vocabulary</u> (TO CONTINUE TO SUPPORT ACROSS ALL CURRICULUM AREAS AND TERMS) To Understand requests and instructions	To use/understand a wider range of simple <u>adjectives</u> - <u>extend</u> <u>vocabulary</u> to start and stop playing an instrument or doing an activity when given a	Respond appropriately to simple questions about familiar or immediate events or experiences. For example, “Are you ready?” “Is	To relate spontaneous play to other people and objects (vary experiences) Combines 2 words/ signs/ *symbols (<u>noun/ verb</u>) in simple phrases	<i>Extend previous vocabulary as required</i> To select basic objects by function To discriminate

	<p><u>Vocabulary/ Categories</u></p> <p>farm animals/pets clothing family and people food and drink toys body parts transport everyday objects</p> <p>Please also see vocabulary list P4</p> <p>To Understand requests and instructions containing two key words/signs/symbols (<u>noun + noun</u>)</p>	<p>containing two key words/signs/symbols (<u>noun + verb</u>)</p> <p>To follow instructions with 2/3 key words given on an individual basis including '<u>big</u>' and '<u>little</u>'</p> <p>To use a range of simple '<u>who?</u>' questions accurately</p> <p>To use a range of simple 3 word phrases to make requests or make simple <u>comments in a range of settings</u></p> <p><u>Vocabulary</u></p> <p>"I want drink/cup" "Dad gone home" "Going on bike"</p>	<p>verbal or visual signal</p> <p>Responds appropriately to <u>who/what/where/Which?</u> questions asked by a familiar adult that relate to the here and now.(Blank L1) symbol support</p> <p>In a small group pupil can follow familiar instructions when addressed individually by name</p> <p>Pupil uses some <u>pronouns</u> in response to picture cards</p>	<p>that your coat?"</p> <p>Combines 2 words/ signs/ symbols <u>*(noun/ noun)</u> in a range of simple phrases</p> <p><i>*Use colourful semantics to support</i></p> <p>Begins to use some simple prepositions</p> <p>To follow instructions with 2/3 key words given on an individual basis that include <u>simple</u></p>	<p><i>*Use colourful semantics to support</i></p> <p>to follow simple context embedded instructions given to a small group</p> <p><i>uses a range of simple 3 word phrases using pronouns, nouns and <u>adjectives</u> to make requests or comments*</i></p> <p>(preferred communication method)</p>	<p>and reproduce loud and quiet, fast and slow sounds in imitation</p> <p>Use 2 word negative phrases</p> <p>To combine 2 words/ signs/ symbols in a simple two way conversation <u>in different settings</u></p> <p>To demonstrate understanding of simple</p>
--	---	---	---	--	--	---

	<p>Phase 1 phonics</p> <p>–</p> <ul style="list-style-type: none"> • To listen to and respond to a sound • To identify and imitate sounds • To copy a pattern of sound <p>To initiate and maintain short conversation</p> <p>uses simple 'what?' questions accurately</p>		<p>to follow simple rules such as taking turns in small group situations with minimal adult prompts</p> <p>Use sounds imaginatively to represent a range of story characters</p> <p>Uses a range of simple 'where?' questions</p>	<p><u>prepositions</u> (extend)</p> <p><u>Vocabulary</u> in, on, under</p> <p>uses a range of pronouns, nouns and <u>verbs</u> in simple 3 word phrases*</p> <p>*use colourful semantics</p> <p>uses <u>adverbs</u> in 3 word phrases</p> <p><u>Vocabulary</u> "Boy run fast"</p>	<p>*use colourful semantics</p> <p><u>Vocabulary</u> "I want red drink" "I see spotty cup" "My red car"</p>	<p>negative forms</p> <p>Begins to show an awareness of <u>adverbs</u></p> <p><u>Vocabulary</u> Fast, slow, quiet, loud (extend)</p> <p>use a range of simple 3 word phrases using nouns and <u>prepositions</u></p> <p><u>Vocabulary</u> in, on, under</p>
--	--	--	---	---	---	---

				"That very big"		"Monkey under bed" to use 3 words/ signs/ symbols to communicate meaning in familiar situations (vary experiences)
--	--	--	--	-----------------	--	---

<p>Y3 Core</p>	<p>Speaking: To communicate in an intelligible way to familiar others</p> <p>To combine past and present tenses but may still uses some over generalisations</p> <p>To keep to the main topic when we are talking in a group, with some prompts</p> <p>To join in with role play, with some support</p>	<p>To speak clearly and confidently in front of others in class</p> <p>To begin to use contractions in speech</p> <p><u>Vocabulary</u></p> <p>‘she’s’, ‘he’s’, ‘wouldn’t’, ‘couldn’t’</p> <p>To describe <u>similarities/differences</u> between objects or pictures with symbol support</p> <p>To report back information from a group discussion to the whole class, with prompts</p> <p>To respond to prompts to use appropriate</p>	<p>to make a comment In a small group relevant to what is being discussed</p> <p>To begin to ask a range of questions using <u>who?</u>, <u>when?</u> and <u>where?</u></p> <p>To listen carefully to the things other people have to say in a group</p> <p>To show some awareness of the listener by making changes to language and</p>	<p>To experience the roles of speaker and listener in a pair</p> <p>To use a conjunctions to link ideas and add information.</p> <p><u>Vocabulary</u></p> <p>“and”, “because”, “where” and “when”</p> <p>To begin to ask questions in order to get more information (prompts given)</p> <p>To communicate</p>	<p>To retell a well known story with some support</p> <p>To elaborate when answering questions by responding to structured questions in order to give additional details.</p> <p>To start a conversation with an adult I know well and with my friends</p> <p>To add detail to sustain listener's</p>	<p>To talk about <u>past</u> events related to their own experiences with support</p> <p>To talk about <u>future</u> events related to their own experiences with support</p> <p>To keep to the main topic when we are talking in a group</p> <p>To listen in group situations and begin to make relevant contributions, with prompts</p>
--------------------	---	---	--	---	---	---

<p>To use different tenses with few errors</p> <p>Is <i>beginning</i> to make specific vocabulary choices that show awareness of different <u>purposes</u></p> <p>Listening:</p> <p>To begin to understand questions addressed to them regarding <u>past/present /future</u> events related to their own experience</p> <p>To understand a message containing 4 key</p>	<p>intonation when reading and reciting texts</p> <p>To communicate with less familiar people on a range of topics</p> <p>Is aware that formal and informal situations require different language (beginning)</p> <p>Listening</p> <p>To direct attention to the relevant information in a small group situation.</p> <p>To begin to answer '<u>how?</u>' and '<u>why?</u>' questions about a story or poem</p>	<p>non-verbal features, with prompts</p> <p>To begin to use imaginative and adventurous language</p> <p>Listening</p> <p>To maintain attention and respond appropriately in a small group activity</p> <p>To direct attention to the relevant information in a</p>	<p>with less familiar people on a range of topics</p> <p>To decide when I need to use specific vocabulary</p> <p>Listening</p> <p>to understand and respond to the rules and routines of the classroom when talking or answering questions</p> <p>To follow a range of complex instructions</p>	<p>interest when recounting an event, with prompts</p> <p>To begin to use language to explain reasons for their emotions</p> <p>Listening</p> <p>To order up to 3 pictures depicting a sequence of events.</p> <p>To re-enact up to 3 main parts of a story or</p>	<p>To explain their views to others in a small group, with some support</p> <p>To work effectively in a group (gradual support)</p> <p>Listening</p> <p>Pupil is beginning to identify the odd one out in a set of objects from the same category.</p> <p><u>Vocabulary/ Categories</u></p>
---	---	--	---	--	---

<p>words/ signs/ symbols from a less familiar adult</p> <p>To show understanding of a wide range of words including National Curriculum Year 2 topic vocabulary (review and extend)</p> <p>To play a group game independently</p> <p>To use a wide range of vocabulary and know that words can be grouped together</p>	<p>To begin to make sub-categories with more than 3 sets</p> <p>To make conceptual links.</p> <p>Vocabulary Word Maps/Venn Diagrams (refer to ELKLAN)</p> <p>To apply previously learnt information into a new situation.</p> <p>To listen to talk by an adult and remember some specific points</p>	<p>small group situation.</p> <p>To orders up to 3 pictures depicting a sequence of events.</p> <p>Listening: To listen to tapes or videos and express views about how a story or information has been presented</p> <p>Is able to answer some problem solving questions</p> <p>Teacher set up</p>	<p>containing more than 2 elements within the classroom environment</p> <p>To make sub-categories with more than 4 sets.</p> <p>To distinguish between humour and serious discussion</p> <p>To recognise sarcasm when a familiar adult teases them or another person</p> <p>To listen and respond to the</p>	<p>event in sequence during role play</p> <p>to maintain attention in a familiar large group activity.</p> <p><i>Begins to develop their prediction skills</i></p> <p>To begin to listen to the speaker and respond by making</p>	<p><u>may include:</u></p> <p>farm animals/pets</p> <p>clothing</p> <p>family and people</p> <p>food and drink</p> <p>toys</p> <p>body parts</p> <p>transport</p> <p>to follow instructions with up to 2 elements in it in a range of settings with few prompts</p> <p>Is able to work with others in a</p>
--	--	--	--	---	---

	<p>To make sub-categories with more than 6 sets</p>		<p>situations and ask pupil to explain the mistakes) To understand facial expression, intonation and non-verbal cues</p>	<p>speaker, making simple comments and suggestions with confidence</p>	<p>simple comments To answer questions about familiar stories, including <u>why?</u> and <u>how?</u> To answer questions about an unfamiliar passage they have read or heard To respond to presentations by</p>	<p>range of settings with few prompts To demonstrate that they were listening during a sustained listening activity by answering questions To demonstrate that they were listening during a sustained listening activity by answering questions To complete a closed sentence using</p>
--	---	--	--	--	--	--

					<p>describing characters and repeating some highlights</p> <p>To apply previously learnt information into a new situation.</p>	<p>a wide range of vocabulary</p> <p>To understand facial expression, intonation and non-verbal cues</p> <p>To make a prediction with accuracy</p> <p>To listen to each other's views and preferences</p>
--	--	--	--	--	--	---

<p>Y3 Functional</p>	<p>Uses a vocabulary of over 50 nouns</p> <p><u>Vocabulary/ Categories</u></p> <p>farm animals/pets clothing family and people food and drink toys body parts transport everyday objects</p> <p>Please also see vocabulary list P4</p> <p>Relates spontaneous play to other people and objects</p> <p>Starts to use simple '<u>what?</u>' questions</p> <p>to begin to use some <u>pronouns</u> in</p>	<p>To use/understand a wider range of simple <u>verbs</u></p> <p><u>Vocabulary list: basic verbs including -</u></p> <p>Sit , Drink, Wash, Clap, Wave, Brush, Eat (extend throughout - all verb vocabulary up to P8)</p> <p>To demonstrate understanding of simple negative forms</p> <p>Begins to use/respond to simple '<u>who?</u>' questions</p> <p>to play imaginatively when using small world equipment or when in the outdoor area, with support</p>	<p>To use/understand a wider range of simple <u>adjectives</u></p> <p><u>Vocabulary list</u> (vocabulary up to P8): <u>basic adjectives including-</u></p> <p>Hot, Cold, Dirty, Nice</p> <p>To identify and imitate sounds</p> <p>Starts to use/respond to simple '<u>where?</u>' questions but child may infer a question by intonation</p>	<p>To discriminate and reproduce loud and quiet, fast and slow sounds in imitation</p> <p>Begins to use/understand some simple prepositions (<i>extend to more complex</i>)</p> <p>Uses a range of pronouns, nouns and <u>verbs</u> in simple 3 word phrases*</p> <p>*use colourful semantics</p> <p>To show understanding of the</p>	<p>Combines 2 words/ signs/ symbols</p> <p>*<u>(noun/ noun)</u> in a range of simple phrases</p> <p>To follow instructions with 2/3 key words (<i>extend where appropriate and to include prepositions</i>)</p> <p>*Use <i>colourful semantics to support</i></p>	<p><i>Begins to combine 2 words/ signs/ symbols <u>(noun/ verb)</u> in simple phrases</i></p> <p><i>Is able to follow simple rules such as taking turns in small group situations with minimal adult prompts (repeat in range of settings)</i></p> <p><i>Is able to follow simple context embedded instructions given to a small group</i></p> <p><i>Begins to use/understand</i></p>
--------------------------	--	--	--	---	---	---

<p>response to picture cards</p> <p><u>Vocabulary</u></p> <p>Me, it, I, he, she</p> <p>to understand requests and instructions containing two key words/signs/symbols (<u>noun + noun/noun+verb</u>)</p> <p>Pupil uses/understands some vocabulary related to time concepts</p> <p><u>Vocabulary</u></p> <p>On Friday, yesterday, it's dinnertime, when</p>	<p>To contribute appropriately to 1:1 and small group discussions and role play</p> <p><i>Begins</i> to use a range of simple 3 word phrases to make requests or make simple comments</p> <p>to follow instructions with 3 key words/ signs/ symbols</p> <p>To talk about <u>past/future plans</u> using words/ signs/ symbols (grammatical inaccuracies)</p>	<p>Is able to follow simple rules such as taking turns in small group situations with minimal adult prompts</p> <p>To categorise objects and sort familiar sets in to subsets when given a verbal instruction (no more than 2 sets) eg Animals: zoo/ farm</p> <p>Food: fruit/ not fruit</p>	<p>connections between familiar related concepts (opposites) in everyday context, which include:</p> <p><u>Vocabulary</u></p> <p>clean/dirty, hot/cold</p> <p>To link 4 words/ signs/ symbols</p> <p>To begin to answer/ understand '<u>how?</u>' and '<u>why?</u>' questions</p>	<p>To select basic objects by function</p> <p>To initiate and maintain short conversation</p> <p>To begin to choose appropriate words to describe sounds they hear using sign/symbols or words</p> <p><u>Vocabulary</u></p> <p>Loud, fierce, rough, squeaky, bumpy, high, low, wobbly, fast, slow,</p>	<p>a range of simple 3 word phrases using nouns and <u>prepositions</u></p> <p><u>Vocabulary</u></p> <p>in, on, under</p> <p>"Monkey under bed"</p> <p>To contribute appropriately to 1:1 and small group discussions and role play</p> <p>To ask/ understands a range of questions using <u>who?</u> and <u>when?</u> questions</p>
---	---	---	---	--	--

	are we going home?				quiet, loud, long, short Pupil is beginning to use some <u>adverbs</u> in 3 word phrases	To use an extensive vocabulary to convey meaning
--	--------------------	--	--	--	---	--

Y4 Core	To communicate in an intelligible	To speak clearly and confidently in front of other groups	to contribute relevant comments	To show understanding of the roles of speaker and listener by	To retell a well known story and remember the main characters	To talk about <u>past</u> events related to their
------------	-----------------------------------	---	---------------------------------	---	---	---

	<p>way to a range of groups</p> <p>To combine past and present tenses</p> <p>To keep to the main topic when we are talking in a group</p> <p>To join in with role play, with some support</p> <p>To use different tenses with few errors</p>	<p>To use contractions accurately in speech <u>(extend)</u></p> <p>To describe similarities/<u>differences</u> between objects or pictures</p> <p>To report back information from a group discussion to the whole class</p> <p>To use appropriate intonation when reading and reciting texts</p>	<p>in a small group</p> <p>To ask a range of questions using <u>who?</u>, <u>when?</u> and <u>where?</u> (extend experiences)</p> <p>To maintain attention and respond appropriately in a small group activity</p>	<p>taking turns in conversation within a small group</p> <p>To use a conjunctions to link ideas and add information. <u>Extend Vocabulary and increase accuracy</u></p> <p>To ask questions in order to get more information (prompts reduced)</p> <p>To communicate with less familiar people</p>	<p>To elaborate when answering questions in order to give additional details (pupil extends their answers independently/respond to prompts to add detail)</p> <p>To start a conversation with an unfamiliar adult and with my peers</p> <p>To add detail to sustain listener's interest when recounting an event,</p> <p>To begin to use language to</p>	<p>own experiences with accuracy</p> <p>To talk about <u>future</u> events related to their own experiences with accuracy</p> <p>To keep to the main topic when we talking in a group</p> <p>To explain their views to others in a small group,</p> <p>Listening Pupil is able to identify the odd one out in a set of objects from the same</p>
--	--	--	---	--	--	--

	<p>to make specific vocabulary choices that show awareness of different <u>purposes</u></p> <p>Listening: To understand questions addressed to them regarding <u>past/present/future</u> events related to their own</p>	<p>Is aware that formal and informal situations require different language (beginning)</p> <p>Listening To direct attention to the relevant information in a small group situation.</p> <p>To begin to answer '<u>how?</u>' and '<u>why?</u>' questions about a story or poem</p>	<p>To listen carefully to the things other people have to say in a group (extend experiences)</p> <p>To show some awareness of the listener by making changes to language and non-verbal features</p>	<p>on a range of topics and add appropriate information for the listener</p> <p>Listening to understand and respond to the rules and routines of the classroom when talking or answering questions</p> <p>To work co-operatively and collaboratively as part of a small group</p>	<p>explain reasons for their emotions (extend emotional vocabab)</p> <p>Listening To order up to 3 pictures depicting a sequence of events. (vary experiences)</p> <p>To re-enact up to 3 main parts of a story or event in sequence during role play</p> <p>Without prompts pupil maintains attention in a</p>	<p>category. <u>Extend Vocabulary/ Categories</u></p> <p>to follow instructions with up to 2 elements in it in a range of settings with few prompts</p> <p>Is able to work with others in a range of settings with few prompts</p> <p>To demonstrate that they were listening during a sustained listening activity</p>
--	--	---	--	---	---	---

	<p>experience</p> <p>To understand a message containing 4 key words/signs/symbols from a less familiar adult</p> <p>To show understanding of a wide range of words including National Curriculum Year 2 topic vocabulary (review and extend)</p> <p>To play a group game</p>	<p>To make sub-categories with more than 3 sets</p> <p>To make conceptual links.</p> <p>Vocabulary Word Maps/Venn Diagrams (refer to ELKLAN)</p> <p>To apply previously learnt information into a new situation.</p> <p>To listen to talk by an adult and remember some specific points</p>	<p>To use imaginative and adventurous language - extend</p> <p>Listening</p> <p>To maintain attention and respond appropriately in a small group activity</p> <p>To direct attention to the relevant information in a small group situation.</p>	<p>To follow a range of complex instructions containing more than 2 elements within the classroom environment</p> <p>To make sub-categories with more than 4 sets.</p> <p>To distinguish between humour and serious discussion</p>	<p>familiar large group activity.</p> <p><i>Begins</i> to develop their prediction skills (range of settings)</p> <p>To begin to listen to the speaker and respond by making simple comments</p> <p>To answer questions about familiar stories, including <u>why?</u> and <u>how?</u></p> <p>To answer questions about an unfamiliar passage they</p>	<p>by answering questions</p> <p>To complete a closed sentence using a wide range of vocabulary</p> <p>To understand facial expression, intonation and non-verbal cues</p> <p>To make a prediction with accuracy</p> <p>To listen to each other's views and preferences</p>
--	--	---	--	--	---	---

	<p>independently</p> <p>To use a wide range of vocabulary and know that words can be grouped together</p> <p>To make sub-categories with more than 6 sets</p>		<p>Listening: To listen to tapes or videos and express views about how a story or information has been presented</p> <p>Is able to answer some problem solving questions</p> <p>Teacher set up situations and ask pupil to explain the mistakes)</p>	<p>To recognise sarcasm when a familiar adult teases them or another person</p> <p>To listen and respond to the speaker, making simple comments and suggestions with confidence</p>	<p>have read or heard</p> <p>To respond to presentations by describing characters and repeating some highlights</p> <p>To apply previously learnt information into a new situation.</p>	
--	---	--	--	---	---	--

			To understand facial expression, intonation and non-verbal cues			
--	--	--	---	--	--	--

Y4 Functional	<p>Uses a vocabulary of over 50 nouns</p> <p>Extend vocabulary</p> <p>Starts to use simple '<u>what?</u>' questions</p> <p>Relates spontaneous play to other people and objects</p> <p>Pupil begins to use some <u>pronouns</u> in</p>	<p>To use/understand a wider range of verbs Extend vocabulary throughout (see All <u>verb</u> vocabulary up to P8)</p> <p>Begins to use/respond to simple '<u>who?</u>' questions</p>	<p>To use/understand a wider range of simple <u>adjectives</u></p> <p><u>Vocabulary list:</u></p> <p><u>basic adjectives</u> including-</p> <p>Hot, Cold, Dirty, Nice</p> <p>To identify and imitate sounds</p>	<p>To discriminate and reproduce loud and quiet, fast and slow sounds in imitation</p> <p>Begins to use/understand some simple prepositions (<i>extend to more complex</i>)</p> <p>Uses a range of pronouns,</p>	<p>Combines 2 words/ signs/ symbols</p> <p>*<u>(noun/ noun)</u> in a range of simple phrases</p> <p>*Use <i>colourful semantics to support</i></p> <p>To follow instructions</p>	<p>Begins to combine 2 words/ signs/ symbols (<u>noun/ verb</u>) in simple phrases</p> <p>Is able to follow simple context embedded instructions given to a small group</p> <p>Begins to use/understand a range of simple</p>
------------------	--	---	---	--	--	---

<p>response to picture cards</p> <p>Understands requests and instructions containing two key words/signs/symbols (<u>noun + noun</u>)/<u>noun+verb</u>)</p> <p><u>Vocabulary</u></p> <p>Me, it, I, he, she</p> <p>Pupil uses/understands some vocabulary related to time concepts</p> <p><u>Extend Vocabulary</u></p> <p>On Friday, yesterday...</p>	<p>To contribute appropriately to 1:1 and small group discussions and role play</p> <p>to play imaginatively when using small world equipment or when in the outdoor area, with support</p> <p><i>to begin</i> to use a range of simple 3 word phrases to make requests or make simple comments/Follow instructions with 3 key words/ signs/ symbols</p>	<p>Starts to use/respond to simple '<u>where?</u>' questions but child may infer a question by intonation</p> <p>To categorise objects and sort familiar sets in to subsets when given a verbal instruction (no more than 2 sets)</p> <p>egAnimals: zoo/ farm</p> <p>Food: fruit/ not fruit</p>	<p>nouns and <u>verbs</u> in simple 3 word phrases*</p> <p>*use colourful semantics</p> <p>To show understanding of the connections between familiar related concepts (opposites) in everyday context, which include:</p> <p><u>Extend Vocabulary</u></p> <p>clean/dirty, hot/cold</p> <p>To link 4 words/ signs/ symbols</p>	<p>with 2/3 key words (extend where appropriate and to include prepositions)</p> <p>To initiate and maintain short conversation</p> <p>To begin to choose appropriate words to describe sounds they hear using sign/symbols or words</p> <p>(Extend</p>	<p>3 word phrases using nouns and <u>prepositions</u> (<u>extend</u>)</p> <p><u>Vocabulary</u></p> <p>"Monkey under bed"</p> <p>Is able to follow simple rules such as taking turns in small group situations with minimal adult prompts (repeat in range of settings)</p> <p>To ask a range of questions using <u>who?</u> and <u>when?</u></p> <p>To talk about past/<u>future plans</u> using words/</p>
--	--	---	---	---	---

				To begin to answer/ understand ' <u>how?</u> ' and ' <u>why?</u> ' questions	vocabulary) Pupil is beginning to use some <u>adverbs</u> in 3 word phrases	signs/ symbols (grammatical inaccuracies) To use an extensive vocabulary to convey meaning
--	--	--	--	--	--	---

Y5 Core	To sequence and communicate ideas in an organised and logical way, always using complete sentences	To vary the amount of detail and choice of vocabulary, depending on the purpose and the audience	To perform poems from memory adapting expression and tone as appropriate	To <i>begin</i> to show that I know when standard English is required and use it	To retell a story using narrative language and add relevant detail	To show that I have listened carefully because I make relevant comments
	To present ideas or information to an audience	To recognise that meaning can be expressed in different ways, depending on the context	To ask questions to clarify or develop understanding	To sequence, develop and communicate ideas in an organised and logical way, always using complete sentences	To show that I understand the main point and detail in discussion	To adapt what I am saying to the needs of the listener/audience
	To show that I know that language choices vary in different contexts		To present to an audience using appropriate intonation; controlling the tone and volume so that meaning is clear	To justify an answer by giving evidence	To use Standard English when it is required	To perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone

<p>Y5 Functional</p>	<p>Uses a vocabulary of over 50 nouns (see P4/5 list for vocab/categories)</p> <p>sounds</p> <ul style="list-style-type: none"> to start and stop playing an instrument or doing an activity when given a verbal or visual signal To copy a pattern of sound To remember and repeat a simple rhythm 	<p>To join in with words and actions in familiar songs</p> <p>Is able to follow simple context embedded instructions given to a small group</p> <p>To combine 2 words/ signs/ symbols (<u>noun/ noun</u>)</p> <p>To follow instructions with 2 key words given on an individual basis including 'big' and 'little' (work on range of 2 key words if still learning big/little)</p>	<p>To use/understand a wider range of simple <u>verbs</u></p> <p>Vocabulary list: <u>basic verbs</u> including - Sit , Drink, Wash, Clap, Wave, Brush, Eat (extend throughout - all verb vocabulary up to P8)</p> <p>To understand requests and instructions containing two key words/signs/symbols (<u>noun + noun</u>) (<u>noun+verb</u>) (see p4/5 vocab)</p>	<p>To start use/understand simple <u>adjectives</u> (see p5 list and expand)</p> <p>begins to use some <u>pronouns</u></p> <p>To respond appropriately to simple questions about familiar or immediate events or experiences</p> <p>To listen attentively with few prompts for more than 5 minutes</p> <p>To follow instructions with 2/3 key words given on an individual basis that include simple prepositions(graduated support)</p> <p>to begin to use a range of simple 3 word</p>	<p>To select basic objects by function</p> <p>To combine 2 words/ signs/ symbols (<u>noun/ verb</u>)</p> <p>To demonstrate understanding of simple negative forms</p> <p>Begin to use sounds imaginatively to represent a story character</p> <p>To contribute appropriately to 1:1 /small group discussions and</p>	<p>To relate spontaneous play to other people and objects</p> <p>To discriminate and reproduce loud and quiet, fast and slow sounds in imitation</p> <p>to show an awareness of <u>adverbs</u></p> <p><u>Vocabulary</u> Fast, slow, quiet, loud</p> <p>To combine 2 words/ signs/ symbols in simple two way conversation</p>
--------------------------	--	--	--	--	--	--

<ul style="list-style-type: none"> • <i>identify different sounds and place them in context</i> • <i>To keep in time with the beat</i> • <i>to discriminate and reproduce loud and quiet sounds</i> <p>To understand a range of <u>nouns</u> (extend across all curriculum areas)</p> <p>Starts to use simple '<u>who?</u>' and '<u>what?</u>' (Teacher model)</p>	<p>To initiate and maintain short conversation using speech/ sign/ symbol</p> <p>to play imaginatively when using small world equipment or when in the outdoor area</p> <p><i>to begin</i> to use some <u>adverbs</u> in 3 word phrases</p> <p>To ask a range of questions using <u>who?</u> and <u>when?</u> (support)</p> <p>To begin to show regular verb endings when using past tense – 'ed'</p>	<p>To use 2 word negative phrases</p> <p>Responds appropriately to <u>who/what/where/Which?</u> questions asked by a familiar adult that relate to the here and now.(Blank L1)</p> <p><i>Begins</i> to use a range of simple 3 word phrases</p> <p>To follow instructions with 3 key words/ signs/ symbols given on an individual basis by a familiar adult</p> <p>To begin to choose appropriate words to describe sounds</p>	<p>phrases using nouns and <u>prepositions</u></p> <p>to use some vocabulary related to time concepts</p> <p>To use conjunctions that suggest cause -and, because</p> <p>to use 'a' and 'the' to add detail to a sentence</p> <p>To orders up to 3 pictures depicting a sequence of events.</p> <p><i>Begins</i> to follow requests containing 3/4 key words/ signs/ symbols from a familiar adult</p>	<p>role play (use <u>regularly to embed</u>)</p> <p>to follow simple rules such as taking turns in small group situations with minimal adult prompts</p> <p><i>Begins</i> to use a range of pronouns, nouns and <u>verbs</u> in simple 3 word phrases (use <u>colourful semantics to model</u>)</p> <p>To use/ understand of a range of comparatives</p>	<p>To talk about <u>past events</u> using words/ signs/ symbols in discussions and role play</p> <p>To consistently demonstrate understanding of an instruction containing 3 key words (vary settings)</p> <p><i>Begins</i> to use a range of simple 3 word phrases using pronouns, nouns and <u>adjectives</u> to make requests or comments ("I want red drink" "I see</p>
---	---	--	--	--	--

<p>In a small group pupil can follow familiar instructions when addressed individually by name</p> <p>To use 3 key words/ signs/ symbols to communicate (decrease support)</p> <p>To use conjunction '<u>and</u>'</p> <p>to take part in role play with support</p> <p>To show understanding of the roles of speaker and listener by taking turns in</p>	<p>To begin to understand time concept words</p> <p>To talk about /understand questions related to <u>past/present/future</u> events related to their own experiences with accuracy (decrease prompts)</p> <p>To describe <u>similarities</u> between objects or pictures</p> <p>To explain views to others in a small group</p> <p>To begin to answer '<u>how?</u>' and '<u>why?</u>' questions</p>	<p>they hear using sign/symbols or words</p> <p>To use a wider vocabulary and make up sentences to talk about sounds</p> <p>to answer simple '<u>who?</u>' and '<u>what?</u>' questions about a story or poem with minimum support</p> <p>To categorise objects and sort familiar sets into subsets when given a verbal instruction (no more than 2 sets) eg fruit/not fruit</p>	<p>To retell a well known story and remember the main characters</p> <p>To start a conversation with an adult I know well and with my friends</p> <p>To ask a range of questions using <u>who?</u>, <u>when?</u> and <u>where?</u></p> <p>To listen and respond to the speaker, making simple comments and suggestions with confidence</p> <p>To distinguish between humour and serious discussion</p> <p>To make sub-categories with more than 4 sets.</p> <p>Is aware that formal and informal situations</p>	<p><u>Vocabulary</u> (<u>extend</u>)</p> <p><u>bigger</u>, <u>longer</u>, <u>smaller</u></p> <p>To start to understand a greater amount of words/ signs/ symbols including verbs</p> <p>Vocabulary All <u>verb</u> vocabulary up to P8 – extend when appropriate)</p> <p>To use/understand a range of <u>prepositions</u></p>	<p>spotty cup” “My red car”)</p> <p>To follow a range of instructions containing 2 elements within the classroom environment eg get your pencil case and sit at the table”</p> <p>To link 4 words/ signs/ symbols using a range of simple structures</p> <p>To have an increasing number of words/ signs/ symbols including complex prepositions</p>
--	--	--	---	---	--

<p>conversation within a small group</p> <p>To elaborate when answering questions in order to give additional details.</p> <p>To show understanding of the connections between familiar related concepts in everyday context, which include:</p> <p><u>Vocabulary</u></p> <p>clean/dirty, hot/cold</p> <p>long/short, up/down</p> <p>night/day</p>	<p>about a story or poem</p> <p>To take turns when talking in pairs or a small group</p> <p>To decide when I need to use specific vocabulary</p> <p>To make sub-categories with more than 6 sets</p> <p>To use a wide range of vocabulary and know that words can be grouped together</p> <p>To play a group game independently</p>	<p>To have an increasing number of pronouns</p> <p>To add detail to sustain listener's interest when recounting an event</p> <p>In a small group to make comments relevant to what is being discussed</p> <p>To keep to the main topic when we are talking in a group (visual prompts)</p> <p>To understand facial expression, intonation and non-verbal cues (vary and repeat experiences)</p>	<p>require different language (beginning)</p> <p>To recognise sarcasm when a familiar adult teases them or another person</p>	<p><u>(continue to extend)</u></p> <p>To combine past and present tenses but may still uses some over generalisations</p> <p>To use/understand a range of <u>prepositions</u></p> <p><u>(continue to extend)</u></p> <p>To listen carefully to the things other people have to say in a group (with prompts)</p> <p>To understand a message</p>	<p>To use contractions in speech</p> <p><u>Vocabulary</u></p> <p>'she's', 'he's', 'wouldn't', 'couldn't'</p> <p>To complete a closed sentence using a wide range of vocabulary</p> <p>To show some awareness of the listener by making changes to my language</p> <p>To understand facial expression, intonation and non-verbal cues</p>
--	---	---	---	---	--

	<p>(also support use of 'not' with signs or symbols)</p> <p>To report back information from a group discussion to the whole class</p> <p>To make conceptual links. (Vocabulary Word Maps/Venn Diagrams (refer to ELKLAN))</p> <p>To maintain attention and respond appropriately in a small group activity</p>	<p>To show understanding of a wide range of words including National Curriculum Year 2 topic vocabulary (review and extend)</p>	<p>To add detail to sustain listener's interest when recounting an event</p> <p>Is able to answer some problem solving questions</p> <p>(Teacher set up situations and ask pupil to explain the mistakes)</p> <p><i>To begin to deduct meaning from abstract pieces of information</i></p> <p>To recognise absurdities</p> <p>To begin to speak for different</p>		<p>containing 4 key words/ signs/ symbols from a less familiar adult</p> <p>To describe <u>similarities</u> between objects or pictures</p> <p>To answer questions about familiar stories, including <u>why?</u> and <u>how?</u></p> <p>To join in with role play</p> <p>To recount experiences to others with greater accuracy</p>	<p>To retell a story using narrative language and linking words and phrases</p> <p>To make a prediction with accuracy</p> <p>To listen to each other's views and preferences</p> <p>To perform a single poem from memory</p>
--	--	---	---	--	---	--

	<p>To begin to make specific vocabulary choices and use non-verbal features that show awareness of different purposes/listeners</p> <p>To begin to use a variety of words to convey subtle changes in meaning. (eg synonyms)</p> <p>To apply previously learnt information into a new situation.</p> <p>To listen to talk by an adult and remember some specific points</p>		<p>purposes and audiences</p> <p>To listen to tapes or videos and express views about how a story or information has been presented</p>		<p>To answer questions about an unfamiliar passage they have read or heard</p> <p>To respond to presentations by describing characters and repeating some highlights</p> <p>To apply previously learnt information into a new situation.</p>	
--	---	--	---	--	--	--



<p>Y6 Core</p>	<p>To sequence and communicate ideas in an organised and logical way, always using complete sentences</p> <p>To present ideas or information to an audience</p> <p>To show that I know that language choices vary in different contexts</p>	<p>To vary the amount of detail and choice of vocabulary, depending on the purpose and the audience</p> <p>To recognise that meaning can be expressed in different ways, depending on the context</p>	<p>To perform poems from memory adapting expression and tone as appropriate</p> <p>To ask questions to clarify or develop understanding</p> <p>To present to an audience using appropriate intonation; controlling the tone and volume so that meaning is clear</p>	<p>To <i>begin</i> to show that I know when standard English is required and use it</p> <p>To sequence, develop and communicate ideas in an organised and logical way, always using complete sentences</p> <p>To justify an answer by giving evidence</p>	<p>To retell a story using narrative language and add relevant detail</p> <p>To show that I understand the main point and detail in discussion</p> <p>To use Standard English when it is required</p>	<p>To show that I have listened carefully because I make relevant comments</p> <p>To adapt what I am saying to the needs of the listener/audience</p> <p>To perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone</p>
--------------------	---	---	---	---	---	---

<p>Y6 Functional</p>	<p>Uses a vocabulary of over 50 nouns (see P4/5 list for vocab/categories)</p> <p>sounds-link to Science curriculum)</p> <ul style="list-style-type: none"> to start and stop playing an instrument or doing an activity when given a verbal or visual signal To copy a pattern of sound To remember and repeat a simple rhythm 	<p>To join in with words and actions in familiar songs</p> <p>To begin to combine 2 words/ signs/ symbols (noun/ noun) in simple phrases</p> <p>Is able to follow simple context embedded instructions given to a small group</p> <p>To follow instructions with 2 key words given on an individual basis including 'big' and 'little' (work on range of 2 key words if still learning big/little)</p> <p>To initiate and maintain short</p>	<p>To use/understand a wider range of simple verbs</p> <p>Vocabulary list: basic verbs including -</p> <p>Sit , Drink, Wash, Clap, Wave, Brush, Eat (extend throughout - all verb vocabulary up to P8)</p> <p>To understand requests and instructions containing two key words/signs/symbols (noun + noun) (noun+verb) (see p4/5 vocab)</p> <p>To use 2 word negative phrases</p>	<p>To start use/ understand simple adjectives (see p5 list and expand</p> <p>To respond appropriately to simple questions about familiar or immediate events or experiences</p> <p>begins to use some pronouns</p> <p>to begin to use a range of simple 3 word phrases using nouns and prepositions</p>	<p>To select basic objects by function</p> <p>To combine 2 words/ signs/ symbols (noun/ verb)</p> <p>To demonstrate understanding of simple negative forms</p> <p>Begin to use sounds imaginatively to represent a story character</p> <p>To contribute appropriately to 1:1 /small group discussions and role play (use</p>	<p>To relate to spontaneous play to other people and objects</p> <p>To discriminate and reproduce loud and quiet, fast and slow sounds in imitation</p> <p>to show an awareness of adverbs</p> <p>Vocabulary</p> <p>Fast, slow, quiet, loud</p> <p>To combine 2 words/ signs/ symbols in simple</p>
--------------------------	--	--	---	---	--	---

	<ul style="list-style-type: none"> identify different sounds and place them in context To keep in time with the beat <p>to discriminate and reproduce loud and quiet sounds</p> <p>To understand a range of <u>nouns</u> (extend across all curriculum areas)</p> <p>Starts to use simple 'who?' 'what?' 'where'? (Teacher modelled)</p> <p>In a small group pupil can follow</p>	<p>conversation using speech/ sign/ symbol</p> <p>to begin to use some <u>adverbs</u> in 3 word phrases</p> <p>to play imaginatively when using small world equipment or when in the outdoor area</p> <p>To ask a range of questions using <u>who?</u> and <u>when?</u> (support)</p> <p>To begin to show regular verb endings when using past tense – 'ed'</p>	<p>Responds appropriately to <u>who/what/where/Which?</u> questions asked by a familiar adult that relate to the here and now.(Blank L1)</p> <p>Begins to use a range of simple 3 word phrases</p> <p>To follow instructions with 3 key words/ signs/ symbols given on an individual basis by a familiar adult</p> <p>To begin to choose appropriate words to describe sounds they hear</p>	<p>To use some vocabulary related to time concepts</p> <p>To listen attentively with few prompts for more than 5 minutes</p> <p>To follow instructions with 2/3 key words given on an individual basis that include simple prepositions (graduated support)</p>	<p>regularly to embed)</p> <p>to follow simple rules such as taking turns in small group situations with minimal adult prompts</p> <p>Begins to use a range of pronouns, nouns and <u>verbs</u> in simple 3 word phrases (use colourful semantics to model)</p> <p>To use/ understand of a range of comparatives</p>	<p>two way conversation</p> <p>To talk about <u>past events</u> using words/ signs/ symbols in discussions and role play</p> <p>Begins to use a range of simple 3 word phrases using pronouns, nouns and <u>adjectives</u> to make requests or comments ("I want red drink" "I see spotty cup" "My red car")</p> <p>To consistently demonstrate understanding</p>
--	---	---	---	---	--	---

	<p>familiar instructions when addressed individually by name</p> <p>To use conjunction '<u>and</u>'</p> <p>To use 3 key words/ signs/ symbols to communicate (decrease support)</p> <p>to take part in role play with support</p> <p>To show understanding of the roles of speaker and listener by taking turns in conversation</p>	<p>To begin to understand time concept words</p> <p>To talk about /understand questions related to <u>past/present/future</u> events related to their own experiences with accuracy (decrease prompts)</p> <p>To begin to answer '<u>how?</u>' and '<u>why?</u>' questions about a story or poem</p> <p>To describe <u>similarities</u> between objects or pictures</p>	<p>to answer simple '<u>who?</u>' and '<u>what?</u>' questions about a story or poem with minimum support</p> <p>To categorise objects and sort familiar sets into subsets when given a verbal instruction (no more than 2 sets) eg fruit/not fruit</p> <p>To use a wider vocabulary and make up sentences to talk about sounds</p> <p>To have an increasing number of pronouns</p>	<p>To use conjunctions that suggest cause -and, because</p> <p>to use 'a' and 'the' to add detail to a sentence</p> <p>To orders up to 3 pictures depicting a sequence of events.</p> <p>To begin to follow requests containing 3/4 key words/ signs/ symbols from</p>	<p><u>Vocabulary (extend)</u></p> <p><u>bigger</u>, <u>longer</u>, <u>smaller</u></p> <p>To use/understand a range of <u>prepositions (continue to extend)</u></p> <p>to start to understand a greater amount of words/ signs/ symbols including verbs</p> <p><u>Vocabulary</u></p> <p>All <u>verb</u> vocabulary up to P8 – extend when appropriate)</p>	<p>of an instruction containing 3 key words (vary settings)</p> <p>To follow a range of instructions containing 2 elements within the classroom environment eg get your pencil case and sit at the table"</p> <p>To link 4 words/ signs/ symbols using a range of simple structures</p> <p>To have an increasing number of words/ signs/ symbols including</p>
--	---	---	---	--	---	--

	<p>within a small group</p> <p>To elaborate when answering questions in order to give additional details</p> <p>To show understanding of the connections between familiar related concepts in everyday context, which include:</p> <p><u>Vocabulary</u></p> <p>clean/dirty, hot/cold</p> <p>long/short, up/down</p> <p>night/day</p>	<p>To explain views to others in a small group</p> <p>To show understanding of a wide range of words including National Curriculum Year 2 topic vocabulary (review and extend)</p> <p>To take turns when talking in pairs or a small group</p> <p>To decide when I need to use specific vocabulary (extend range of experiences) To play a group</p>	<p>To understand facial expression, intonation and non-verbal cues (vary and repeat experiences)</p> <p><i>Begins</i> to deduct meaning from abstract pieces of information</p> <p>To add detail to sustain listener's interest when recounting an event</p> <p>In a small group to make comments relevant to what is being discussed</p>	<p>a familiar adult</p> <p>To retell a well known story and remember the main characters</p> <p>To start a conversation with an adult I know well and with my friends</p> <p>To ask a range of questions using <u>who?</u>, <u>when?</u> and <u>where?</u></p> <p>Is aware that formal and</p>	<p>To combine past and present tenses but may still uses some over generalisations</p> <p>To listen carefully to the things other people have to say in a group (with prompts)</p> <p>To describe <u>similarities</u> between objects or pictures</p> <p>To understand a message containing 4 key words/ signs/ symbols from a less familiar adult</p>	<p>complex prepositions</p> <p>To use contractions in speech</p> <p>To show some awareness of the listener by making changes to my language</p> <p>To understand facial expression, intonation and non-verbal cues</p> <p>To complete a closed sentence using a wide range of vocabulary (extend)</p>
--	--	--	---	--	--	---

	<p>(also support use of 'not' with signs or symbols)</p> <p>To make conceptual links. (Vocabulary Word Maps/Venn Diagrams (refer to ELKLAN))</p> <p>To report back information from a group discussion to the whole class</p> <p>To maintain attention and respond appropriately in a small group activity</p> <p>to make specific vocabulary choices and use</p>	<p>game independently (decrease teacher input)</p> <p>To make sub-categories with more than 6 sets</p> <p>To use a wide range of vocabulary and know that words can be grouped together</p>	<p>To keep to the main topic when we are talking in a group (visual prompts)</p> <p>To begin to speak for different purposes and audiences</p> <p><i>Begins</i> to deduct meaning from abstract pieces of information</p> <p>Is able to answer some problem solving questions</p> <p>To recognise absurdities (Teacher set up situations and ask pupil to explain the mistakes)</p>	<p>informal situations require different language</p> <p>To make sub-categories with more than 4 sets</p> <p>To recognise sarcasm when a familiar adult teases them or another person</p> <p>To listen and respond to the speaker, making simple comments and</p>	<p>To answer questions about familiar stories, including <u>why?</u> and <u>how?</u></p> <p>To join in with role play</p> <p>To recount experiences to others with greater accuracy (extend opportunities)</p> <p>To answer questions about an unfamiliar passage they have read or heard</p> <p>To respond to presentations by describing characters and</p>	<p>To retell a story using narrative language and linking words and phrases (extend opportunities)</p> <p>To make a prediction with accuracy</p> <p>To listen to each other's views and preferences</p> <p>To perform a single poem from memory (vary experiences)</p>
--	---	---	---	---	---	--

	<p>non-verbal features that show awareness of different <u>purposes/listeners</u></p> <p>to use a variety of words to convey subtle changes in meaning. (eg synonyms)</p> <p>To apply previously learnt information into a new situation</p> <p>To listen to talk by an adult and remember some specific points</p>		<p>To listen to tapes or videos and express views about how a story or information has been presented</p>	<p>suggestions with confidence</p> <p>To distinguish between humour and serious discussion</p>	<p>repeating some highlights</p> <p>To apply previously learnt information into a new situation.</p>	
--	---	--	---	--	--	--