



**SHOBNALL PRIMARY SCHOOL
ENGLISH PROGRAMME OF STUDY
COMMUNICATION DEVELOPMENT**



LONG TERM PLAN FOR COMMUNICATION DEVELOPMENT

KEY: ATTENTION, LISTENING & UNDERSTANDING VOCABULARY SPEECH SOUNDS SENTENCE BUILDING & GRAMMAR STORYTELLING & NARRATIVE CONVERSATION & SOCIAL INTERACTIONS

Nursery	Autumn Term	Spring Term	Summer Term
<p>Milestones</p>	<p><u>Understand they need to look at who's talking to them</u> <u>Listen to instructions about what they're doing</u> <u>Ask and understand 'how' or 'why' questions</u> <u>Understand that words can be put into groups or categories e.g. Animals, transport, food, etc</u> <u>Use words to describe the idea of time, shape, texture, size</u> <u>Work out what sound comes at the beginning of a word</u> <u>Join phrases with words such as 'because'</u> <u>Re-tell favourite stories</u> <u>Enjoy listening to longer stories</u> <u>Sing a large repertoire of songs</u> <u>Know many rhymes.</u> <u>Join in with group conversations</u> <u>Play co-operatively</u> <u>Be able to express a point of view</u></p>	<p><u>Understand they need to look at who's talking to them and think about what they're saying</u> <u>Listen to and understand instructions about what they're doing</u> <u>Ask and understand 'how' or 'why' questions</u> <u>Understand that words can be put into groups or categories, and give examples from each category, e.g. Animals, transport, food, etc</u> <u>Use and understand a range of words to describe the idea of time, shape, texture, size</u> <u>Work out what sound comes at the beginning of a word</u></p> <p><u>Join phrases with words such as 'because'</u> <u>Re-tell favourite stories - some parts as exact repetition and some in their own words</u> <u>Enjoy listening to longer stories and remember much of what happens</u> <u>Sing a large repertoire of songs</u> <u>Know many rhymes, be able to talk about familiar books.</u> <u>Start conversations with other people and join in with group conversations</u> <u>Join in and organise role play with friends</u> <u>Play co-operatively and pretend to be someone else talking</u> <u>Be able to express a point of view and to debate when they disagree with an adult of friend</u></p>	<p><u>Understand they need to look at who's talking to them and think about what they're saying</u> <u>Listen, understand and respond instructions about what they're doing, whilst busy with another task</u> <u>Ask and understand 'how' or 'why' questions</u> <u>Understand that words can be put into groups or categories, and give examples from each category, e.g. Animals, transport, food, etc</u> <u>Use and understand a range of words to describe the idea of time, shape, texture, size</u> <u>Work out what sound comes at the beginning of a word</u> <u>Join phrases with words such as 'because',</u> <u>Use longer sentences of four to six words.</u> <u>Re-tell favourite stories - some parts as exact repetition and some in their own words</u> <u>Describe events. These may not always be joined together or in the right order</u> <u>Enjoy listening to longer stories and remember much of what happens</u> <u>Sing a large repertoire of songs</u> <u>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</u> <u>Start conversations with other people and join in with group conversations</u> <u>Join in and organise role play with friends</u> <u>Play co-operatively and pretend to be someone else talking</u> <u>Be able to express a point of view and to debate when they disagree with an adult of friend, using words as well as actions.</u></p>

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Reception	Autumn Term	Spring Term	Summer Term
Milestones	<p><u>Understand longer instructions</u></p> <p><u>Understand how to listen carefully and why listening is important</u></p> <p><u>Name objects, characters and animals from a description</u></p> <p><u>Learn new vocabulary</u></p> <p><u>Use new vocabulary when prompted</u></p> <p><u>Produce speech that is clear, though may still have some immaturities</u></p> <p><u>Break words up into syllables</u></p> <p><u>Recognise words that rhyme or sound similar</u></p> <p><u>Use longer sentences</u></p> <p><u>Answer 'what', 'where', 'when', and 'what could we do next' questions</u></p> <p><u>Articulate ideas and thoughts</u></p> <p><u>Begin to add something that's gone wrong in their own stories</u></p> <p><u>Describe events. These may not always be joined together or in the right order</u></p> <p><u>Engage in story times</u></p> <p><u>Listen carefully to rhymes and songs, paying attention to how they sound</u></p> <p><u>Engage in non-fiction books</u></p> <p><u>Give details that they know are important</u></p> <p><u>Use talk to help work out problems</u></p> <p><u>Develop social phrases, e.g. "Good morning, how are you?"</u></p>	<p><u>Understand longer 2 to 3 part spoken instructions, E.g. "Get your coat, then choose a partner and line up by the door"</u></p> <p><u>Understand how to listen carefully and why listening is important</u></p> <p><u>Name objects, characters and animals from a description</u></p> <p><u>Learn and identify new vocabulary</u></p> <p><u>Use new vocabulary when prompted</u></p> <p><u>Produce speech that is clear and easy to understand, though may still have some immaturities</u></p> <p><u>Develop good knowledge and understanding of sounds and words, which are important for reading and spelling</u></p> <p><u>Break words up into syllables</u></p> <p><u>Recognise words that rhyme or sound similar</u></p> <p><u>Use longer sentences and sentences with more details</u></p> <p><u>Use some irregular past tense words</u></p> <p><u>Ask and answer 'what', 'where', 'when', and 'what could we do next' questions</u></p> <p><u>Articulate ideas and thoughts in well-formed sentences</u></p> <p><u>Begin to add something that's gone wrong in their own stories</u></p> <p><u>Describe events. These may not always be joined together.</u></p> <p><u>Engage in story times</u></p> <p><u>Listen carefully to rhymes and songs, paying attention to how they sound</u></p> <p><u>Engage in non-fiction books and talk about them</u></p> <p><u>Give details that they know are important and will influence the listener</u></p> <p><u>Use talk to help work out problems and organise thinking and activities</u></p> <p><u>Develop social phrases, e.g. "Good morning, how</u></p>	<p><u>Understand longer 2 to 3 part spoken instructions, E.g. "Get your coat, then choose a partner and line up by the door"</u></p> <p><u>Understand how to listen carefully and why listening is important</u></p> <p><u>Name objects, characters and animals from a description</u></p> <p><u>Learn and identify new vocabulary</u></p> <p><u>Use new vocabulary in different contexts</u></p> <p><u>Produce speech that is clear and easy to understand, though may still have some immaturities</u></p> <p><u>Develop good knowledge and understanding of sounds and words, which are important for reading and spelling</u></p> <p><u>Break words up into syllables</u></p> <p><u>Recognise words that rhyme or sound similar</u></p> <p><u>Use well-formed sentences, longer sentences and sentences with more details</u></p> <p><u>Use some irregular past tense words</u></p> <p><u>Ask and answer 'what', 'where', 'when', and 'what could we do next' questions</u></p> <p><u>Show that they can use language to reason and persuade</u></p> <p><u>Articulate ideas and thoughts in well-formed sentences</u></p> <p><u>Begin to add something that's gone wrong in their own stories</u></p> <p><u>Describe events.</u></p> <p><u>Engage in story times</u></p> <p><u>Listen carefully to rhymes and songs, paying attention to how they sound</u></p> <p><u>Engage in non-fiction books and talk about them to develop a deep familiarity with new knowledge and vocabulary</u></p> <p><u>Give details that they know are important and will influence the listener</u></p>

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		are you?"	Use talk to help work out problems and organise thinking and activities <u>explain how things work and why they might happen</u> Develop social phrases, e.g. "Good morning, how are you?"
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Year 1	Autumn Term	Spring Term	Summer Term
Milestones	<p><u>Understand the key points they need to focus on in order to answer a question</u></p> <p><u>Be aware of when a message is not clear and ask for an explanation</u></p> <p><u>'Guess the word' when provided with clues using shape, size and function</u></p> <p><u>Use speech that is clear and easy to understand</u></p> <p><u>Split up short words into sounds, E.g. D-i-nn-er</u></p> <p><u>Use sound and letter links to read and spell unfamiliar words</u></p> <p><u>Ask lots of questions</u></p> <p><u>Tell a story</u></p> <p><u>Describe their own experiences</u></p> <p><u>Take turns to talk and listen</u></p>	<p><u>Understand the key points they need to focus on in order to answer a question or follow an instruction</u></p> <p><u>Be aware of when a message is not clear and ask for an explanation</u></p> <p><u>'Guess the word' when provided with clues using shape, size and function</u></p> <p><u>Use speech that is consistently clear and easy to understand</u></p> <p><u>Show good knowledge and understanding of sounds and words, which are important for reading and spelling.</u></p> <p><u>Use sound and letter links to read and spell unfamiliar words</u></p> <p><u>Ask lots of questions to find out specific information</u></p> <p><u>Tell a story with important key components in place</u></p> <p><u>Describe their own experiences in the right order</u></p> <p><u>Take turns to talk, listen, and respond in two way conversations</u></p>	<p><u>Understand the key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information</u></p> <p><u>Be aware of when a message is not clear and ask for an explanation</u></p> <p><u>'Guess the word' when provided with clues using shape, size and function</u></p> <p><u>Use speech that is consistently clear and easy to understand</u></p> <p><u>Show good knowledge and understanding of sounds and words, which are important for reading and spelling,</u></p> <p><u>Use sound and letter links to read and spell unfamiliar words</u></p> <p><u>Ask lots of questions to find out specific information including 'how' and 'why'</u></p> <p><u>Tell a story with important key components in place</u></p> <p><u>Describe their own experiences in detail and in the right order</u></p> <p><u>Take turns to talk, listen, and respond in two way conversations and groups</u></p>

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Year 2	Autumn Term	Spring Term	Summer Term
Milestones	<p><u>Understands complex instructions</u> <u>Compare words - the way they look, sound or mean</u> <u>Understand newly learnt words in a specific and appropriate way</u> <u>Spot more complex rhymes</u> <u>Count syllables in words, E.g. Ca-ter-pill-ar: 4 syllables</u> <u>Use descriptive words in sentences</u> <u>Use more complicated grammar</u> Begin to be aware of what the listener knows already Predict what will happen in a story <u>Use language they hear other people using</u> <u>Try to make stories more exciting</u></p>	<p><u>Understands complex 2 to 3 part instructions</u> Compare words - the way they look, sound or mean Understand <u>and use</u> newly learnt words in a specific and appropriate way Spot more complex rhymes Count syllables in words, E.g. Ca-ter-pill-ar: 4 syllables Use a <u>range of</u> descriptive words in sentences Use more complicated grammar Begin to be aware of what the listener knows already <u>and make checks while telling a story</u> <u>Accurately</u> predict what will happen in a story Use language they hear other people using <u>and</u> <u>begin to be aware of current peer language.</u> <u>Exaggerate in an implausible way, to make stories more exciting</u></p>	<p><u>Understands complex 2 to 3 part instructions</u> Compare words - the way they look, sound or mean Understand and use <u>newly learnt words in a specific and appropriate way</u> Spot more complex rhymes Count syllables in words, E.g. Ca-ter-pill-ar: 4 syllables Use an imaginative range of descriptive words in sentences Use more complicated grammar <u>including using different ways to join phrases to help explain or justify an event</u> Begin to be aware of what the listener knows already and make checks while telling a story <u>Accurately</u> predict what will happen in a story Use language they hear other people using and begin to be aware of current peer language. Exaggerate in an implausible way, to make stories more exciting</p>

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Year 3	Autumn Term	Spring Term	Summer Term
Milestones	<p><u>Listen to information</u> <u>Identify clearly when they haven't understood</u> <u>Use words related to time</u> <u>Join in discussions about a visit or activity</u> <u>Use regular and irregular grammatical word endings E.g. fought, fell, brought, geese, fish</u> <u>Put interest into their voices</u> <u>Keep conversations going with a range of people</u></p>	<p>Listen to information, <u>work out which elements are key</u> Identify clearly when they haven't understood <u>and be specific about what additional information they need</u> Use <u>a range of words related to time</u> Join in discussions about a visit or activity <u>using topic vocabulary</u> Use a <u>whole range of</u> regular and irregular grammatical word endings E.g. fought, fell, brought, geese, fish Put interest into their voices <u>to make storytelling exciting and come to life</u> Keep conversations going with a range of people <u>in different situations</u></p>	<p>Listen to information, work out which elements are key <u>and make relevant, related comments</u> Identify clearly when they haven't understood <u>and be specific about what additional information they need</u> Use a range of words related to time <u>and measurement</u> Join in discussions about a visit or activity <u>using topic vocabulary</u> Use a whole range of regular and irregular grammatical word endings, <u>with few errors being made</u>, E.g. fought, fell, brought, geese, fish Put interest into their voices <u>to make storytelling exciting and come to life</u> Keep conversations going with a range of people in different situations, <u>by making relevant comments or by asking questions</u></p>

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Year 4	Autumn Term	Spring Term	Summer Term
Milestones	<p><u>Infer meanings and reasons</u></p> <p><u>Use a wide range of verbs to express their thoughts, or explain cause and effect</u></p> <p><u>Use grammar and sentences effectively to communicate in different ways</u></p> <p><u>Uses intonation linked to grammar to help make sense of information</u></p> <p><u>Add detail or leave information out according to how much is already known by the listener</u></p> <p><u>Understand the interests of the listener</u></p> <p><u>Use formal language when appropriate in some familiar situations</u></p> <p><u>Use language for different reasons.</u></p>	<p><u>Infer meanings, reasons and make predictions</u></p> <p><u>Use a wide range of verbs to express their thoughts, or explain cause and effect</u></p> <p><u>Use complex grammar and sentences effectively to communicate in different ways</u></p> <p><u>Uses intonation linked to grammar to help make sense of information</u></p> <p><u>Add detail or leave information out according to how much is already known by the listener</u></p> <p><u>Understand the interests of the listener</u></p> <p><u>Use formal language when appropriate in some familiar situations</u></p> <p><u>Use language for a range of different reasons.</u></p>	<p><u>Infer meanings, reasons and make predictions</u></p> <p><u>Use a wide range of verbs to express their thoughts, or explain cause and effect</u></p> <p><u>Use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan</u></p> <p><u>Uses intonation linked to grammar to help make sense of information</u></p> <p><u>Add detail or leave information out according to how much is already known by the listener</u></p> <p><u>Understand the interests of the listener</u></p> <p><u>Use formal language when appropriate in some familiar situations</u></p> <p><u>Use language for a range of different reasons.</u></p>

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Year 5	Autumn Term	Spring Term	Summer Term
Milestones	<p><u>Begin to appreciate sarcasm when it's obvious</u></p> <p><u>Understand different question types: open and closed.</u></p> <p><u>Use sophisticated words but meaning might not always be accurate</u></p> <p><u>Use questions to help conversations flow</u></p> <p><u>Identify some rules of grammar</u></p> <p><u>Tell stories which are full of detailed descriptions</u></p> <p><u>Use everyday language that is detailed</u></p> <p>Realise when people don't fully understand</p> <p>Enjoy organising group games</p>	<p>Begin to appreciate sarcasm when it's obvious</p> <p>Understand different question types: open, closed <u>and rhetorical</u></p> <p><u>Use sophisticated words with meaning becoming more accurate</u></p> <p>Use <u>a range of</u> questions to help conversations flow</p> <p>Identify <u>and explain</u> some rules of grammar</p> <p>Tell <u>elaborate entertaining</u> stories which are full of detailed descriptions</p> <p>Use everyday language that is detailed <u>and about experiences that may have happened some time ago or are planned for the future</u></p> <p>Realise when people don't fully understand <u>and try to help them</u></p> <p>Enjoy organising group games <u>and can explain the rules</u></p>	<p>Begin to appreciate sarcasm when it's obvious</p> <p>Understand different question types: open, closed <u>and rhetorical</u></p> <p><u>Use sophisticated words with accurate meaning</u></p> <p>Use a range of questions to help conversations flow</p> <p>Explain some rules of grammar <u>and know when a sentence is not grammatically correct</u></p> <p>Tell elaborate entertaining stories which are full of detailed descriptions</p> <p>Use everyday language that is detailed and about experiences that may have happened some time ago or are planned for the future</p> <p>Realise when people don't fully understand and try to help them</p> <p>Enjoy organising group games and can explain the rules <u>effectively</u></p>

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Year 6	Autumn Term	Spring Term	Summer Term
Milestones	<p><u>Understand and enjoy simple jokes, but can't really explain why they're funny or what they mean</u></p> <p><u>Know that words can have two meanings but can't always explain how they're connected</u></p> <p><u>Use long and complex sentence structures</u></p> <p><u>Incorporate a subplot in telling stories and recalling events</u></p> <p><u>Negotiate an agreement</u></p> <p><u>Manage collaborative tasks</u></p>	<p><u>Understand and enjoy simple jokes and recognise simple idioms, but can't really explain why they're funny or what they mean</u></p> <p><u>Know that words can have two meanings, uses them appropriately but can't always explain how they're connected</u></p> <p><u>Use long and complex sentence structures including more sophisticated connectives to join ideas together in conversation</u></p> <p><u>Incorporate a subplot in telling stories and recalling events, before resolving the main storyline</u></p> <p><u>Negotiate an agreement explaining other options</u></p> <p><u>Manage and organise collaborative tasks</u></p>	<p><u>Understand and enjoy simple jokes and recognise simple idioms</u></p> <p><u>Know that words can have two meanings, uses them appropriately but can't always explain how they're connected</u></p> <p><u>Use long and complex sentence structures including more sophisticated connectives to join ideas together in conversation</u></p> <p><u>Incorporate a subplot in telling stories and recalling events, before resolving the main storyline</u></p> <p><u>Negotiate an agreement explaining other options and possible outcomes</u></p> <p><u>Manage and organise collaborative tasks with little adult supervision</u></p>