



SHOBNALL PRIMARY & NURSERY 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
Milestones	<p><u>Pupils listen to short stories.</u> <u>Listens to others one to one.</u> <u>Children are able to listen to instructions.</u> <u>Joins in with repeated refrains in rhymes and stories.</u> <u>Give meaning to their marks.</u> <u>Explore patterns, food and objects using informal language.</u> <u>Listen to different sounds in the local environment.</u> <u>Begin to use 'and' to link thoughts.</u> <u>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</u></p>	<p><u>Pupils listen to short stories with increasing attention and recall.</u> <u>Listens to others one to one or in small groups.</u> <u>Children are able to listen to and follow instructions.</u> <u>Joins in with repeated refrains and anticipates phrases in rhymes and stories.</u> <u>Give meaning to their marks.</u> <u>Explore patterns, food and objects using informal language.</u> <u>Become familiar with language of directionality such as 'up', 'down', 'round and round'.</u> <u>Begin to develop mathematical vocabulary.</u> <u>Listen to different sounds in the local environment.</u> <u>Begin to use 'and' and 'because' to link thoughts.</u> <u>Can retell a simple past event.</u></p>	<p><u>Pupils listen to short stories with increasing attention and recall.</u> <u>Listens to others one to one or in small groups, when conversation interests them.</u> <u>Children are able to listen to and follow instructions.</u> <u>Give meaning to their marks.</u> <u>Explore patterns, food and objects using informal language.</u> <u>Become familiar with language of directionality such as 'up', 'down', 'round and round'.</u> <u>Begin to develop mathematical vocabulary.</u> <u>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</u> <u>Work out what sound comes at the beginning of a word.</u> <u>Listen to different sounds in the local environment.</u> <u>Begin to use 'and' and 'because' to link thoughts</u> <u>Use longer sentences of four to six words.</u> <u>Can retell a simple past event in correct order.</u> <u>Uses intonation, rhythm and phrasing to make the meaning clear to others.</u> <u>Children demonstrate good manners.</u></p>

LONG TERM PLAN FOR COMMUNICATION DEVELOPMENT

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

Reception	Autumn Term	Spring Term	Summer Term
Milestones	<p><u>Children sit quietly during activity.</u> Listen to a range of stories.</p> <p><u>Extends vocabulary, especially by grouping and naming.</u></p> <p><u>Produce speech that is clear, though may still have some immaturities.</u></p> <p><u>Introduce a storyline or narrative into their play.</u> <u>Uses talk to clarify thinking, ideas, feelings and events.</u></p>	<p>Children <u>maintain attention</u> and sit quietly during activity.</p> <p><u>Listen to different music from Britain and around the world.</u></p> <p>Listen to a range of stories.</p> <p>Extends vocabulary, especially by grouping and naming, <u>exploring the meaning and sounds of new words.</u></p> <p>Produce speech that is clear, though may still have some immaturities.</p> <p><u>Break words up into syllables.</u></p> <p><u>Recognise words sound similar.</u></p> <p><u>Ask 'what', 'where', 'when', and 'what could we do next' questions.</u></p> <p><u>Introduce a storyline or narrative into their play and use new vocabulary.</u></p> <p><u>Uses language to imagine roles and experiences in play situations.</u></p> <p>Uses talk to <u>organise and</u> clarify thinking, ideas, feelings and events.</p>	<p>Children maintain attention, <u>concentrates</u> and sit quietly during activity.</p> <p>Listen <u>attentively</u> to different music from Britain and around the world.</p> <p>Listen to a range of stories.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Produce speech that is clear.</p> <p>Break words up into syllables.</p> <p>Recognise words <u>that rhyme or sound similar.</u></p> <p>Ask <u>and answer</u> 'what', 'where', 'when', and 'what could we do next' questions.</p> <p><u>Use language to reason and persuade.</u></p> <p><u>Introduce a storyline or narrative into their play and use new vocabulary, then perform to someone else.</u></p> <p>Uses language to imagine <u>and recreate</u> roles and experiences in play situations.</p> <p><u>They can sequence events from a story and retell in their own words.</u></p> <p>Uses talk to organise, <u>sequence</u> and clarify thinking, ideas, feelings and events.</p>

LONG TERM PLAN FOR COMMUNICATION DEVELOPMENT

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

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>

LONG TERM PLAN FOR COMMUNICATION DEVELOPMENT

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

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

LONG TERM PLAN FOR COMMUNICATION DEVELOPMENT

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

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 a <u>range of words</u> related to time 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>

LONG TERM PLAN FOR COMMUNICATION DEVELOPMENT

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

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>

LONG TERM PLAN FOR COMMUNICATION DEVELOPMENT

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

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 <u>and try to help them</u></p> <p>Enjoy organising group games <u>and can explain the rules effectively</u></p>

LONG TERM PLAN FOR COMMUNICATION DEVELOPMENT

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

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>