

St. Peter's CE Primary, Farnworth



Curriculum Policy Communication and Language

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Contents Page

Our school vision	3
St Peter's beliefs and values – Learn, Sparkle and Shine	5
Curriculum intention	7
Spiritual, Moral, Social and Cultural	9
Our teaching and learning model	10
Curriculum design	
I do, we do, you do	
17 principles of effective instruction	
Subject specific guidance	14
Appendix 1	20
Appendix 2	21

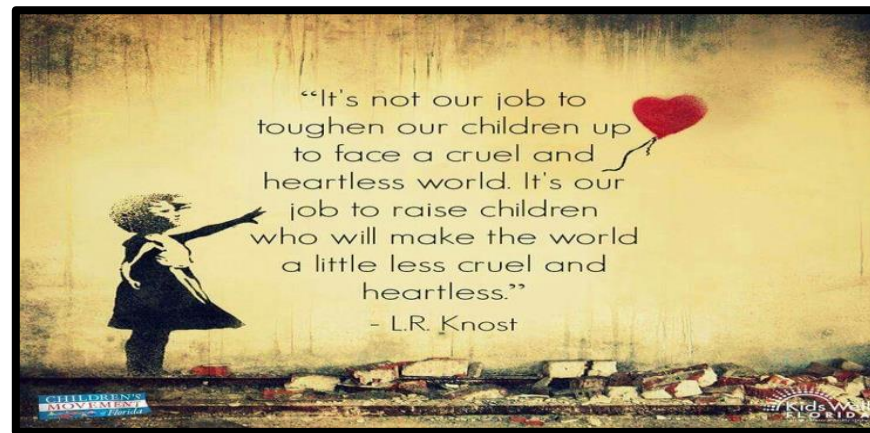


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is **knowing who I am**, **what I love** and **being proud to be me**.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

Our intention is to provide this curriculum, underpinned by Christian Values and the word of God.

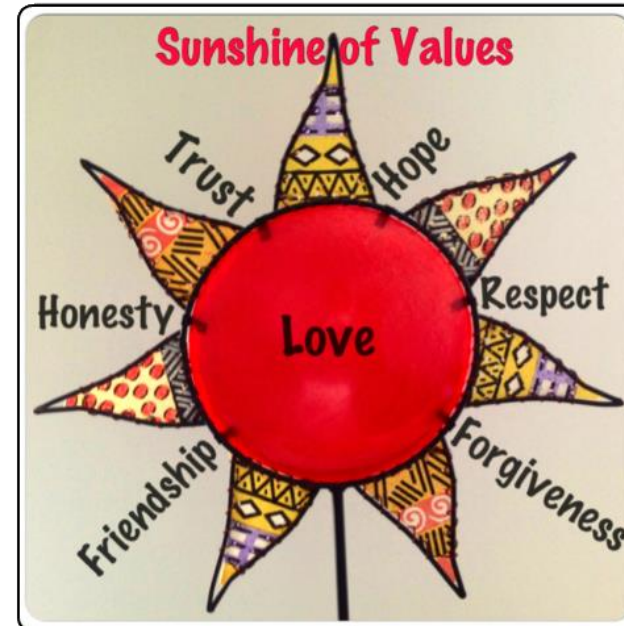
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) • Promote the incremental learning theory – growth mindset approach • Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons

- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out below.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
• Have high expectations for all groups of children • Have strong subject knowledge • Promote independence • Promote confidence • Offer praise and encouragement • Are enthusiastic and positive about learning • Model good learning • Offer high quality conversation and talk	• Have a distinct knowledge base • Are purposeful • Are memorable • Are active • Are engaging • Are focussed • See children and teachers working as a learning team	• Develop basic skills • Meet children's individual learning needs • Broaden and extend experiences • Offer an opportunity to try new things • Are cross curricular if appropriate • Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Subject specific guidance

The principle aim is that children are able to communicate and use language in order to become confident, competent, communicators. All staff at St.Peter's have a high expectation for children to communicate effectively inside and outside the classroom. Being able to read, understand and use a wide range of vocabulary is key to children's learning across all areas of the curriculum. This document sets out how we teach vocabulary across the school. All staff have high expectations relating to children's vocabulary and the children know they are expected to try and remember important vocabulary.

We have vocabulary for each subject on every knowledge organiser, which includes topic-specific vocabulary. This helps ensure consistency and progression up the school from Reception to Year 6.

Role of the subject leader

- Work with the class teacher to offer support and guidance in delivering interventions with children with communication and language needs.
- To monitor assessments in KS1 and to offer ideas and support for children who need extra intervention.
- To monitor children who are on SALT and their progression with speech and language.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be ECTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

Foundation subjects

Before starting a topic

- All KOs are available on the school website for parents to access and look at with their children - we signpost this to parents every term on the class booklets which we send them, and encourage them to use it as a learning resource.
- We list the vocabulary to be introduced for each lesson on the planning sheets.

During a topic

- We display an enlarged copy of the KO in the classroom and also key words on cards or flipchart paper, referring to them frequently.
- We stick the KOs in books from Year 1 to Year 6.
- When starting a topic, we introduce the KO by showing it on the board to give the big picture, referring to prior knowledge and cross-curricular links. We discuss it, asking questions such as 'What do you notice?' 'What do you already know?' 'What do you remember?' It is at this point when we draw the children's attention to the vocabulary. The words from the KO are displayed in class throughout the topic and are referred to when the children write.
- Every lesson, we start with the relevant vocabulary, recapping vocabulary learned in the previous lesson and introducing any new words needed – this might include children reading, saying and/or using actions to help remember them.

- Activities to help reinforce the words might include:
 - Matching words to definitions
 - Supplying the words when the definitions are provided or vice versa
 - Practising using the words in sentences to demonstrate understanding
 - Quizzes – low stakes, from a variety of sources such as: whiteboards, paper or Microsoft Forms
 - Test your talk partner on the vocabulary
 - Just a minute – ask children to list facts from their KO for 1 minute, without repetition, hesitation or deviation
 - Clarifying words in dictionaries
- We model using the vocabulary correctly ourselves as adults.
- We encourage children to apply the vocabulary in their speaking and writing, for example when writing a science conclusion or a geography explanation – taking the words from display or from the KO in their books.
- We prompt children to look back at their KO or words on display if unclear of a word or spelling.

After a topic

- Assessment at the end of a unit includes checking whether children can remember and use the vocabulary correctly. It could involve children completing a partially blanked out KO, for example or a KAHOOT quiz.
- We revisit previous topics, using quizzes to help children retain vocabulary and transfer it to long term memory.

Display

- The vocabulary on the KO is displayed on word cards, whiteboard or a flipchart and referred to throughout the topic.
- We display the KO in the classroom on a display or working wall.
- PE KOs are displayed while children are getting changed in the classroom and are referred to.
- We include vocabulary on all themed displays.

English

- Children are exposed to high quality texts which help them to learn new vocabulary and are encouraged to use this in their own writing, helped by words on display and/or word banks.
- They also learn vocabulary specific to literacy e.g. phoneme, adverbial phrase, which are modelled and used frequently in teaching, as and when they arise in the curriculum.
- In KS2 we use dictionaries and thesaurus to help children up level their vocabulary by finding synonyms.
- During reading homework children are encouraged to clarify words with parents/carers.
- Repeated re-reading of texts is sometimes used to help learning of new vocabulary.
- The reciprocal reading approach is used in Guided Reading, which includes a focus on clarifying new vocabulary. Words and phrases that are clarified from the text are displayed on the whiteboard or flipchart paper and revisited. Children are encouraged to use these in their own writing if appropriate.

- No Nonsense Spelling is the programme used in Year 2 – Year 6 to systematically cover the National Curriculum objectives, which includes looking at etymology, morphology and strategies to learn spellings.
- Tier two vocabulary words are used in Year 1 – Year 6. In KS1 the words are displayed with a picture where possible and in KS2 the words are displayed within a sentence. These words are displayed monthly and stay up for the whole term. When they are taken down, they are available in the classroom and children are reminded to use them in their writing. In KS1 a few words are sent home weekly on a sheet for parents to discuss with their child and complete a few tasks related to the words. (Chatterbox homework)
- Specific vocabulary is on the teachers planning and is explained and taught to the children.

Maths

- We display the correct vocabulary for an area of maths learning in the classroom.
- We use sentence stems with this vocabulary to help children remember and use new concepts.
- Maths vocabulary is on planning and is explained and taught to children.

Subject leads

- Subject leads have knowledge organisers for their subject in their subject files.
- We link these to the progression maps so the same vocabulary is on both.

Early Years

There are many opportunities at St. Peter's for the children to enhance their Communication & Language skills. We aim for the children to be able to read, understand and use a wide range of vocabulary across all areas of learning.

The new EYFS curriculum focuses on strengthening language and vocabulary development to particularly support disadvantaged children, in EYFS will provide opportunities for the children to strengthen their vocabulary through targeted learning and language interventions. EYFS have a TA3 who delivers the Communication & language programmes.

- Wellcomm

- ECAT (SALT) Nursery & Reception Narrative programme

- NELI (Nuffield Early Language intervention)

Children will be assessed on entry and support will be put in place.

This will be reviewed half termly by the specialist TA.

We also teach vocabulary through learning and play experiences:

- Teacher as models
- Retelling stories & nursery rhymes
- Story sacks / Reading Den
- Role-play area
- Hot seating
- Learning new vocabulary through stories & nursery rhymes
- EYFS Pie Corbett conjunctions with actions
- Conjunctions Actions used to extend ordering and explanations, because.... But....

- Chatterbox time, to enhance communication, explanations and questioning skills.
- ECAT cards & actions (display) to develop understanding questioning.
- Vocabulary homework sheet
- Reciprocal Reading props & visual cards. To extend language and vocabulary.
- WOW word wall / Vocabulary wall linked to NELI (From Sept 2021)
- Topic curriculum – extend vocabulary, language and explanations.
- Additional words are taught through child-led learning and continuous provision.

New vocabulary is introduced through topic work.

Vocabulary from the NELI program have been reviewed and added to the EYFS topic curriculum overview. The key vocabulary will be introduced throughout their learning.

Vocabulary display:

Words from the NELI learning will be displayed in class, to support new words through the topic.

Vocabulary homework:

Weekly homework is sent home, this is the 'word of the week'. This can be linked to their learning, topic or a WOW word from the week, from stories.

The aim is for children to share new vocabulary at home. It is a child and parent partnership homework and 'talk' homework. Families are asked to research the word. Research and look for an image or draw a picture to match the 'word' and find other meanings; therefore engaging parental support.

The Sparkle Room

In the sparkle room providing children with the skills to communicate and express themselves using language is an essential aspect for the children in this provision. The Sparkle curriculum has a focus on providing children the skills to communicate with others and gives children the opportunity to have a multi-sensory learning experience in their personalised learning pathway.

The Sparkle Room offers a range of teaching to help children communicate:

- The use of symbols
- Daily speech and language intervention
- Daily reading with an adult
- Teacher as models
- Retelling stories and nursery rhymes
- Total communication systems in place
- High degree of structure with now-next approach.
- Multi-sensory learning opportunities
- Modelled questions and answers
- Visual timetable Personalised timetables if required
- Reduced language
- Short bursts of learning activities
- Group activities
- Communication boards
- Personalised learning targets

Actions for words

Conjunctions and actions are used throughout the children's learning.

For example, AND, BECAUSE...

These are used to extend ordering of stories and supporting the children with their explanation skills.

(See appendix 1)

Communication through school

At St.Peter's we believe all children should be effective communicators. Promoting efficient communication for children is vital for a child's growth to participate in society and to communicate effectively to communicate with peers. The communication pathway is to be explicitly taught and to be a part of the curriculum. The purpose of this is to ensure children are able to articulate and be effective communicators that are able to contribute to learning challenges as they will have the confidence and communication skills to do so. *(See appendix 2)*

Monitoring across school

The objectives above will be used when carrying out learning walks, book trawls, discussions with subject leads and other staff, and pupil voice activities. Planning will also be observed to view the opportunities for communication.

Actions for words

These words can be used in everyday language or in writing opportunities. Autumn expectations are to recap the previous year group and make sure the words and actions are embedded. From spring onwards embed the new words and actions.

Class	Word	Action
Reception	and	Connecting fingers
	Because	Hands out – opened palm
	But	Point to bottom
	Next	2 fingers pointing outwards
	First	Hold up one finger
	After	Roll hands and then hands out
	then	Roll hands
	Finally	Palm facing out – stop gesture
	So	Spiral finger at the side of head
	suddenly	Hand on cheeks – surprises
Year 1	After	Roll hands and then hands out
	Meanwhile	Look at hand – tap on watch
	Secondly	2 fingers (hold up)
	Thirdly	2 fingers (hold up)
Year 2	Eventually	Bring hands together (close book)
	Also	Bring one hand on to the other
	However	Wave pointed index finger
	If	Index finger next to forehead

Appendix 2

	Communication		
Adult role for effective communication and language	To follow <u>high quality</u> interactions using the 'shrec' approach. 1. Shared attention - Showing genuine interest in what a young child is focused on is a powerful way to establish a connection. 2. Respond - Responses can involve making appropriate eye contact, looking expectantly, nodding, and smiling. Equally, an attuned response could be narrating their activity, a relevant comment that describes what the child can see, hear and feel or articulating the link between their activity and previous learning or experiences. 3. Expand - This is where modelling and scaffolding begins with the adult pitching their language just above the level of the child. For example, if a child gives a one-word response such as 'dog' the adult should expand on what they say by repeating and building on this utterance by adding a few more words. This helps children to use more complex utterances: 'Yes, it's a dog. A big/small/friendly/brown dog!' Your knowledge of the child will inform what key word/s may be helpful to model. 4. Conversation - Sustained back and forth conversations that involve many turns are the goal. The beauty and power of conversation is that it offers children an opportunity to practise talking and to receive feedback from an adult. To encourage rich back and forth conversations, comment more, question less.		
Child role for effective communication and language	The non-negotiable is that from reception - year 6 all children should participate in every learning opportunity. The expectation is that ALL children should put their hand up in class to answer/contribute to the learning, even if they are unsure of the answer children should make an attempt.		
Pre-verbal Skills	• To maintain eye contact • To allow other children/adults in to physical space • To turn take with others • To pick up and react to non-verbal cues • To respond to others • To desire to interact with others		
	Listening and attention 	Understanding 	Speaking 
Reception	• To establish eye contact with whom they are speaking to • To listen to other children during small group work activities • Take turns in much longer conversations • To understand and follow small	• To develop an understanding who, what and where questions • Think more about the meanings of words, such as describing the meaning of simple words or asking what a new word means • Understand spoken instructions	• To start to be able to answer questions as to why something has happened • Understand words that describe sequences such as "first we are going to the shop, next we will play in the park" • To use most sounds effectively. • To participate in role-play

	spoken instructions • To respond when spoken to e.g turning head or looking at the speaker • Begin to pick up and react to non-verbal cues • To tune in to meaningful sounds • To begin to take turns when speaking to others	• To pick up and react to non-verbal cues • To begin to develop tolerance of turn taking when speaking	• Is able to give a reasonable account of a routine event which is not part of an intense interest and is likely to be real
	Links to Development Matters, Reception objectives Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.	Links to Development Matters Reception objectives Ask questions to find out more and to check they understand what has been said to them.	Links to Development Matters Reception objectives Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text,

			some as exact repetition and some in their own words.
Expectations at the end of reception (ELG)	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers		• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Year 1	• Focus on one thing for longer periods • To maintain eye contact during a conversation with peers and adults • Shifting attention between people e.g from peer to a teacher • Focus attention on stimulus • To face the person who is speaking • To begin to take turns when	• To learn that the same word can mean two things, such as 'orange' the fruit and 'orange' the colour • To understand feelings and descriptive words like 'carefully', 'slowly' or 'clever' • To use language in a range of social situations • To begin to develop tolerance of turn taking when speaking	• To be aware of social skills and knowledge of conversational rules • To link words in the right order • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Is able to give a reasonable account of a

	speaking to others	• Understands why questions • Is aware of time in relation to past, present and future e.g. "Today is sunny. Yesterday was rainy. I wonder what the weather will be like tomorrow"	routine event which is not part of an intense interest and is likely to be real
Year 2	• Listening whilst completing a task rather than having to stop • To not interrupt when another person is speaking • To empathise with another person • To not get side tracked when a person is talking and keep on topic • To take turns when speaking to others •	• Understand other points of view and voice whether they agree or disagree • To understand comparative words e.g. 'it was earlier than yesterday' • Rely less on pictures and objects to learn new words • Use tenses correctly • To continue to develop tolerance of turn taking when speaking • Aware at more complex humour, laughs at jokes that are told	• To keep a conversation going • To articulate and justify answers, arguments and opinions • To speak audibly and fluently • To use a wider range of language when having a conversation with others
Year 3 and 4	• Children should be able to communicate to the KS1 expectations • Use language to predict and draw conclusions • Encourage Introspection - children can begin to learn where their feelings and thoughts come from • To tolerate other children and listen to other speakers • To develop forms of empathy and understand other children's emotions • To improve listening and clarifying skills by pausing • To understand the views of others and are able to express whether they agree or disagree • To be able to have conversations with adults • To engage in group conversations • Understand comparative words e.g. 'it was earlier than yesterday'		

	• To recognise non-verbal communication • To use respectful vocabulary • To be able to speak and listen in the natural setting of school to build confidence Children should have built strong communication skills that equip them with the skills to participate in collaborative learning skills such as: • Talk partners - effectively communicating thoughts and ideas to a peer without steering off task. This includes to take turns when speaking, to both contribute ideas and share them • Group discussions - To take turns and listen to other speakers, to all in the group positively contribute to the task. • Think, pair, share - evaluate, analyse, and synthesize information on a topic before sharing their findings with the rest of the class
Year 5 and 6	• Children should be able to communicate to the KS1 expectations • To use respectful vocabulary to avoid heated situations • Encourage Introspection - children can begin to learn where their feelings and thoughts come from and then develop to understand others thoughts and emotions • Use language to predict and draw conclusions • To tolerate other children and listen to other speakers • To develop forms of empathy and understand other children's emotions • To improve listening and clarifying skills by pausing • To understand the views of others and are able to express whether they agree or disagree • To be able to have conversations with adults • To engage in group conversations • Understand comparative words e.g. 'it was earlier than yesterday' • To recognise non-verbal communication • To be able to speak and listen in the natural setting of school to build confidence To ensure that children are able to communicate to the KS1 expectations and continue to follow the expectations. Children in year 5 and 6 should be able to communicate in a variety of ways including: • Talk partners - effectively communicating thoughts and ideas to a peer without steering off task. This includes to take turns when speaking, to both contribute ideas and share them • Group discussions - To take turns and listen to other speakers, to all in the group positively contribute to the task. • Think, pair, share - evaluate, analyse, and synthesize information on a topic before sharing their findings with the rest of the class • Critical debate - students work to articulate their thoughts and solidify their understanding of numerous aspects of the task/situation at hand by debating from one side to another.

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| | <ul style="list-style-type: none">• To participate in conscious play and making choices which will allow children to communicate their thoughts freely. All children should positively contribute to the learning opportunity. |
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