

St Michael's Primary School Communication and Language Programme 2023/2024

	Familiar to Me and My Interests		Growth, Communities and Culture		Sky, Land and Sea	
Topics	Nursery Rhymes Toys Day and Night	Dinosaurs Winter and Christmas	People Who Help Us Houses and Homes	Handa's Surprise Planting and Growing	Mini-beasts Animals	Transport Seaside
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Taught Sequence from Development Matters Listening, attention and understanding. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.		ELGs 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.	
Focus	Familiar songs & stories	Call and response	Novel songs and stories	Developing attention and recall	Asking and answering questions	Engaging and negotiating with others
Skills	To recognise & follow a simple instruction. To look in the direction of the person talking to them. To still and adjust posture to demonstrate listening.	To receive, recall and repeat a simple phrase. To recognise familiar and repeated phrases. To use the facial expressions and tone of another to aid understanding of a situation. To match the rhythm when singing a song they know well.	To recall and begin to explain new vocabulary. To link new vocabulary to their lived experiences. To be hooked in by the events of a story they enjoy.	To roleplay characters from common and known stories. To begin to explain what happens next in a story they have heard before. To recognise if something doesn't make sense to them	To use question words such as how why, when, where and how To ask an adult for help if needed	To know that a conversation is when you and more than one other share words which go back and forth To know that when someone else is speaking it is important to listen To know that it is okay to ask questions when you are unsure
Knowledge	I need to listen careful to be able to hear the instruction	When I hear a phrase and the teacher shows "My turn – your turn" I will listen to	When I am talking, I can use the new words I have learnt and tell others what they mean	When I am playing I can pretend to be characters I know. I can do this by using phrases and actions that I know they do	A question needs to include a question words such as how why, when, where and how	That using words to express how you feel can solve a problem with another

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	When I hear the instruction I then carry out this action Sitting up properly on the carpet will help me hear what others are saying	the phrase and say the word or phrase When I sing a song I need to try and follow the tune When I am talking to someone I look at the expression on their face	When I am taking part in something I need to use the correct words for that activity or situation	When I know a story well I can say comes next It is okay you do not understand what something means	I know adults can help me	That when another person is talking you listen to what they say If something does not make sense it is ok to ask about it
Taught Sequence from Development Matters Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Learn new vocabulary Use new vocabulary through the day Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Learn new vocabulary Use new vocabulary through the day Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		ELGs 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.	
Speaking Focus	Using familiar phrases	Using and echoing new phrases	Learning and retelling songs & stories	Composing simple sentences	Expanding sentences	Explaining ideas
Skills	To share simple wants and needs To use a full sentence when I speak To pronounce non-blended letter sounds accurately within words.	To explore using new vocabulary To repeat a phrase when an adult says "My turn – your turn" To talk about stories which are familiar to me	To use vocabulary learnt from stories To sing a range of different songs To talk about different types of stories I have read, such as non-fiction books	To use new vocabulary in different situations around the classroom To talk about a story I have heard or read and understand what I have heard or read	To use vocabulary such as 'and' and 'because' to add to a spoken sentence To talk about things I have observed and seen	To share thoughts and ideas about a topic and beginning to use new vocabulary learnt To talk about why something may have happened and provide some reasoning behind this

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Knowledge	If I want or need something I need to let another person know if I can not get it myself When I see a sound I know I say this sound by making the sound it makes e.g "s" When I talk to someone I must say what I want or need	When I hear a phrase and the teacher shows "My turn – your turn" I will listen to the phrase and say the word or phrase When I learn new words I can use these when I speak If I know a story I can talk about this to others and act it out during my play	When I hear a new word and understand what it means, I can use it when I talk to others. When I have read a story I can tell others what I have read about and what I have learnt from the story. When I listen to a song I can learn the words. I can then repeat and sing these songs.		By adding and or because when I speak, I can let somebody know more about what I am thinking When I see something that excites or interests me I can tell this to somebody If I have an idea about something new I have learnt I can share my ideas with others When I notice or observe something which has happened I can say why I think this may have happened	