

<p>Year 1</p> <p>Core</p> <p>P7</p> <p>P8</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></p> <p>clean/dirty, hot/cold long/short, up/down</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 with greater accuracy</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</p> <p><u>Vocabulary</u></p> <p>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. Begins to create own play sequences using small world equipment or when in the outdoor area</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 of a range of comparatives</p> <p><u>Vocabulary</u></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></p> <p>On Friday, yesterday, it's dinnertime,</p> <p>answer simple '<u>which?</u>' and '<u>where?</u>' questions</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 by a familiar adult</p> <p>When telling familiar stories</p>
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	<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 vocabulary up to P8 (see specifically P4/5) plus:</p> <p>Cry, cut, Fall, Give, Go, Hug, Kiss, Put, Splash, Stop, Throw, Tickle,</p>	<p><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>Transport, everyday objects, home outside</p>	<p>Begins 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>bigger<u>er</u>, longer<u>er</u>, smaller<u>er</u></p> <p>To begin to respond to and use an increasing number of words/ signs/ symbols including complex prepositions</p> <p>Vocabulary:</p> <p>Next to</p> <p>In front of</p> <p>Behind</p> <p>Down</p> <p>Off</p> <p>There</p> <p>Up</p>	<p>about a story or poem with support</p>	<p>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>Next to, in-front, behind</p> <p>To begin to link 4 words/ signs/ symbols using a range of simple structures when communicatin</p>
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	<p>Pull, Push</p> <p>To demonstrate understanding of an instruction containing 3 key words by a less familiar adult.</p>					<p>g about their own experiences or telling a familiar story both in groups and 1:1 situations</p>
<p>Y1 Functional</p> <p>P5</p> <p>P6</p>	<p>use vocabulary that starts to include a wider range of simple <u>nouns</u></p>	<p>To use vocabulary that starts to include a wider range of simple <u>verbs</u></p>	<p>To use/understand a wider range of simple <u>adjectives</u></p>	<p>Respond appropriately to simple questions about familiar or immediate</p>	<p>To relate spontaneous play to other people and objects (vary experiences)</p>	<p>To select basic objects by function</p> <p><i>Begins</i> to combine 2 words/ signs/</p>

	<p>TO CONTINUE TO SUPPORT ACROSS ALL CURRICULUM AREAS AND TERMS)</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>To Understand requests and instructions</p>	<p><u>Vocabulary list: basic verbs 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 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><u>Vocabulary list: basic adjectives 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>Begins to use some simple prepositions</p> <p>To follow instructions with 2/3 key words</p>	<p>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>To demonstrate understanding of simple negative forms</p> <p>Begins to use a range of pronouns,</p>	<p>Begins to combine 2 words/ signs/ symbols*</p> <p>(<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 use a range of simple 3 word phrases using pronouns, nouns and <u>adjectives</u> to</p>	<p>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 (extend)</p> <p>Begins to use a range of simple 3 word phrases using nouns and <u>prepositions</u></p>
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	<p>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 To copy a pattern of sound <p>To initiate using speech/ sign/ symbol</p> <p>Starts to use simple 'what?' questions</p>	<p>To begin to use a range of simple 3 word phrases to make requests or make simple comments</p> <p><u>Vocabulary</u></p> <p>"I want drink/cup" "Dad gone home" "Going on bike"</p>	<p>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><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>nouns and <u>verbs</u> in simple 3 word phrases* (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> in 3 word phrases</p> <p><u>Vocabulary</u></p> <p>"Boy run fast" "That very big"</p>	<p>make requests or comments* (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>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 situations (vary experiences)</p>
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			<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>			
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Vocabulary

"Where's dog?"
Infer "dog's gone?"

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 begin to know that a familiar object signifies an event or activity	To explore materials in increasingly complex ways	To sustain concentration for short periods of time.
	To participate with support in shared activities for short periods of time	To demonstrate awareness of non-speech sounds	To remember learnt responses over more extended periods of time	To begin to show awareness of environment and events	To demonstrate an awareness of cause and effect	To be able to make choices in familiar activities
	To communicate spontaneously and intentionally through facial expression, gesture or	To begin to initiate interactions and activities with known people	To take turns in familiar activities with support	To anticipate events from sounds or visual cues	To anticipate events demonstrating emerging response to objects of reference	To share and explore an activity with another person for five minutes or longer
		To greet people in order to show that they are aware that people are different to objects	To use a single word, sign or symbol to communicate their wants and needs, likes and	Demonstrates anticipation when given tactile, visual or verbal cues.	To share and explore an activity with another person for five minutes or more	To use a single word, sign or symbol to communicate their wants and needs,
		To use a single word, sign or				

	<p>emerging vocalisation1</p> <p>To experience and develop awareness of sounds</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>symbol to communicate their wants and needs, likes and dislikes of a familiar object</p>	<p>dislikes of a familiar object</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 use a single word, sign or symbol to communicate their wants and needs, likes and dislikes of a familiar object</p>	<p>likes and dislikes of a familiar object</p>
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Y2 Core	To contribute appropriately role play	To attend to a story for short stretches of time with minimal/no prompts	to begin to choose appropriate words to describe sounds they hear using sign/symbols or words— <u>BUILD ON VOCABULARY FROM Y1</u>	Can answer simple <u>'who?'</u> and <u>'what?'</u> questions about a story or poem with minimum support	To contribute appropriately role play with more independence	To use conjunctions that suggest cause
P7	to identify similar sounds	To consistently use 3 key words/ signs/ symbols to communicate simple ideas in a range of contexts (increase vocabulary)	<u>Vocabulary</u> Loud, fierce, rough, squeaky, bumpy, high, low, wobbly, fast, slow, quiet, loud, long, short	To ask a range of questions using <u>when?</u>	To understand a range of <u>prepositions</u>	Vocabulary
p8	To extend understanding of the connections between familiar related concepts in everyday context. eg Find the missing jigsaw piece in 'opposites' game <i>Begins</i> to follow requests containing 4 key words/ signs/ symbols from a familiar adult. To talk about <u>past/future events</u> using words/ signs/ symbols in discussions and	To understand a range of <u>nouns</u> <u>continue and extend</u> To use conjunction <u>'and'</u> although this may be overused and use may not necessarily be accurate To understand a range of <u>verbs</u> <u>Build on verb vocab</u>	to play imaginatively when using small world equipment or when in the outdoor area shows understanding to time related concepts <u>Vocabulary</u>	To have an increasing number of words/ signs/ symbols including complex prepositions <u>Review and build vocab</u> Can answer simple <u>'who?'</u> and <u>'what?'</u> questions	- <u>Vocabulary:</u> Next to, In front, Behind , Down, Off, There, Up To answer simple <u>'which?'</u> and <u>'where?'</u> questions about a story or poem with minimal support continue to extend opportunities To link 4 words/ signs/ symbols using a range of simple	and, because (cos) Follows instructions with 3 key words/ signs/ symbols given on an individual basis by a range of adults – extend experiences To demonstrate understanding of a range of more complex prepositions <u>Vocabulary</u>

<p>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 endings when using past tense – 'ed'</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/ Categories</u> farm animals/pets, Clothing, family and people, food and drink, toys, body parts Transport, everyday objects, home outside</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 pronouns</p> <p><u>Vocabulary</u> 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> Clothing Food</p>	<p>about a story or poem with minimum support (continue to extend opportunities)</p> <p>to demonstrate an understanding of a range of comparatives <u>Vocabulary</u> <u>bigger</u>, <u>longer</u>, <u>smaller</u> - <u>extend</u></p> <p>To understand a range of <u>adjectives</u> <u>Vocabulary:</u> All <u>adjective</u> vocabulary up to P8 (see</p>	<p>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 elements within the classroom environment</p> <p>"Get your pencil case and sit at the table"</p>	<p>Next to, in-front, behind</p> <p>To use an extensive vocabulary to convey meaning (ongoing throughout curriculum)</p> <p>To begin to understand questions addressed to them regarding <u>past/future</u> events related to their own experience.</p>
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			Animals Everyday items	specifically P4/5) plus: Good, Happy, Naughty, Hungry, Bad, Pretty, Silly, Cross, Frightened, Kind Thirsty, Clever, excited, Pleased		
Y2 Functional P5 P6	use/understand a wider range of simple <u>nouns</u> - <u>extend</u> <u>vocabulary</u> <u>Vocabulary/</u> <u>Categories</u> farm animals/pets clothing family and people food and drink	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 containing two key words/signs/symbols (<u>noun + verb</u>).	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 verbal or visual signal	Respond appropriately to simple questions about familiar or immediate events or experiences. For example, “Are you ready?” “Is that your coat?”	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 and reproduce loud and quiet,

<p>toys</p> <p>body parts</p> <p>transport</p> <p>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><i>Phase 1 phonics</i></p> <p>–</p> <ul style="list-style-type: none"> • <i>To listen to and respond to a sound</i> • <i>To identify and imitate sounds</i> • <i>To copy a pattern of sound</i> 	<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 comments in a range of settings</p> <p><u>Vocabulary</u></p> <p>"I want drink/cup"</p> <p>"Dad gone home"</p> <p>"Going on bike"</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>to follow simple rules such as taking turns in small group situations with</p>	<p>Combines 2 words/ signs/ symbols</p> <p><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 prepositions</u> (extend)</p> <p><u>Vocabulary</u></p> <p>in, on, under</p> <p>uses a range of pronouns,</p>	<p><i>*Use colourful semantics to support</i></p> <p>to follow simple context embedded instructions given to a small group</p> <p>uses a range of simple 3 word phrases using pronouns, nouns and <u>adjectives</u> to make requests or comments*</p> <p>(preferred communication method)</p> <p><i>*use colourful semantics</i></p> <p><u>Vocabulary</u></p> <p>"I want red drink" "I see</p>	<p>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 in different settings</p> <p>To demonstrate understanding of simple negative forms</p> <p>Begins to show an awareness of <u>adverbs</u></p> <p><u>Vocabulary</u></p>
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	<p>To initiate and maintain short conversation</p> <p>uses simple '<u>what?</u>' questions accurately</p>		<p>minimal adult prompts</p> <p>Use sounds imaginatively to represent a range of story characters</p> <p>Uses a range of simple '<u>where?</u>' questions</p>	<p>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></p> <p>"Boy run fast"</p> <p>"That very big"</p>	<p>spotty cup"</p> <p>"My red car"</p>	<p>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></p> <p>in, on, under</p> <p>"Monkey under bed"</p> <p>to use 3 words/ signs/ symbols to communicate meaning in familiar situations (vary experiences)</p>
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Y3 Core ARE 1 and 2	<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 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</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</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 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 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</p>
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<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 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>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 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</p>	<p>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 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</p>	<p>To begin to ask questions in order to get more information (prompts given)</p> <p>To communicate with less familiar people on a range of topics</p> <p>To decide when I need to use specific vocabulary</p> <p>Listening to understand and respond to the rules and routines of the classroom when talking or</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 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</p>	<p>talking in a group</p> <p>To listen in group situations and begin to make relevant contributions, with prompts</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</p>
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<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 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>group situation.</p> <p>To begin to answer <u>'how?'</u> and <u>'why?'</u> questions about a story or poem</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>appropriately in a small group activity</p> <p>To direct attention to the relevant information in a 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</p>	<p>answering questions</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>To recognise sarcasm when a familiar adult teases them or another person</p>	<p>sequence of events.</p> <p>To re-enact up to 3 main parts of a story or event in sequence during role play</p> <p>to maintain attention in a familiar large group activity.</p> <p><i>Begins</i> to develop their prediction skills</p> <p>To begin to listen to the speaker and respond by making</p>	<p>from the same category.</p> <p><u>Vocabulary/ Categories 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>
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			<p>problem solving questions Teacher set up situations and ask pupil to explain the mistakes)</p> <p>To understand facial expression, intonation and non-verbal cues</p>	<p>To listen and respond to the speaker, making simple comments and suggestions with confidence</p>	<p>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 have read or heard</p> <p>To respond to presentations by describing characters and repeating</p>	<p>range of settings with few prompts</p> <p>To demonstrate that they were listening during a sustained listening activity by answering questions</p> <p>To demonstrate that they were listening during a sustained listening activity by answering questions</p> <p>To complete a closed sentence using a wide range of vocabulary</p> <p>To understand facial</p>
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					<p>some highlights</p> <p>To apply previously learnt information into a new situation.</p>	<p>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>
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Y3 Bridging Teir	<p>To begin to understand a vocabulary of over 25 nouns * See topic vocabulary lists</p> <p>To engage in spontaneous play with people and objects</p>	<p>To begin to understand a wider range of simple verbs</p> <p>To begin to respond to simple <u>'who?'</u> questions</p>	<p>To begin to understand a wider range of simple <u>adjectives</u> eg hot/cold</p> <p>To imitate sounds</p> <p>Starts to use/respond to simple <u>'where?'</u> questions but child may infer a</p>	<p>To discriminate and reproduce loud and quiet, fast and slow sounds in imitation</p> <p>Begins to understand some simple prepositions (<i>extend to more complex</i>)</p>	<p>TO begin to combine 2 words/ signs/ symbols *(noun/ noun)</p> <p>To follow instructions with 2 key words</p>	<p><i>To begin to understand 'your turn', 'my turn' in small group situations with adult prompts</i></p> <p>Is able to follow simple context embedded instructions given to a small group</p>
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Y3 Functional P5-P8	<p>Begins to use a vocabulary of over 50 nouns * See topic vocabulary lists</p> <p>Begins to relate 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 response to picture cards <u>Vocabulary</u> <u>o</u> Me, it, I, he, she to understand requests and instructions containing two key words/signs/symbols (<u>noun + noun/noun+verb</u>))</p>	<p>To begin to use a wider range of simple <u>verbs</u> <u>Vocabulary list: basic verbs including -</u> 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 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 contribute appropriately to 1:1 and small group</p>	<p>To begin to use a wider range of simple <u>adjectives</u> <u>Vocabulary list</u> (vocabulary up to P8)); <u>basic adjectives including-</u> Hot, Cold, Dirty, Nice</p> <p>To identify sounds</p> <p>Starts to use/respond to simple '<u>where?</u>' questions but child may infer a question by intonation</p> <p>Is able to follow simple</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 connections between familiar related concepts (opposites) in everyday context, which include: <u>Vocabulary</u></p>	<p>Combines 2 words/ signs/ symbols *(<u>noun/ noun</u>) in a range of simple phrases</p> <p>To follow instructions with 3 key words (extend where appropriate and to include prepositions) *Use <i>colourful semantics to support</i></p> <p>To select basic objects by function</p> <p>To initiate and maintain</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>Begins to use/understand a range of simple 3 word phrases using nouns and <u>prepositions</u> <u>Vocabulary</u> in, on, under "Monkey under bed"</p> <p>To contribute appropriately to 1:1 and small group discussions and role play</p>
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	<p>Pupil uses/understands some vocabulary related to time concepts</p> <p><u>Vocabulary</u></p> <p>On Friday, yesterday, it's dinnertime, when are we going home?</p>	<p>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 past/<u>future plans</u> using words/ signs/ symbols (grammatical inaccuracies)</p>	<p>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)</p> <p>eg Animals: zoo/ farm</p> <p>Food: fruit/ not fruit</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>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, quiet, loud, long, short</p> <p>Pupil is beginning to use some <u>adverbs</u> in 3 word phrases</p>	<p>To ask/ understands a range of questions using <u>who?</u> and <u>when?</u> <u>questions</u></p> <p>To use an extensive vocabulary to convey meaning</p>
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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
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ARE 1 2	way to a range of groups	To use contractions accurately in speech <u>(extend)</u>	in a small group	taking turns in conversation within a small group	To elaborate when answering questions in order to give additional details	own experiences with accuracy
	To combine past and present tenses	To describe similarities/ <u>differences</u> between objects or pictures	To ask a range of questions using <u>who?</u> , <u>when?</u> and <u>where?</u> (extend experiences)	To use a conjunctions to link ideas and add information. <u>Extend Vocabulary and increase accuracy</u>	(pupil extends their answers independently/respond to prompts to add detail)	To talk about <u>future</u> events related to their own experiences with accuracy
	To keep to the main topic when we are talking in a group	To report back information from a group discussion to the whole class			To start a conversation with an unfamiliar adult and with my peers	To keep to the main topic when we talking in a group
	To join in with role play, with some support		To maintain attention and respond appropriately in a small group activity	To ask questions in order to get more information (prompts reduced)	To add detail to sustain listener's interest when recounting an event,	To explain their views to others in a small group,
	To use different tenses with few errors	To use appropriate intonation when reading and reciting texts		To communicate with less familiar people on a range of topics and add appropriate	To begin to use language to explain reasons for their emotions (extend emotional vocabab)	Listening Pupil is able to identify the odd one out in a set of objects from the same category.
	to make specific vocabulary	Is aware that formal and informal	To listen carefully to			<u>Extend Vocabulary/ Categories</u>

<p>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 experience</p> <p>To understand a message containing 4 key words/signs/symbols from</p>	<p>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 make sub-categories with more than 3 sets</p> <p>To make conceptual links.</p> <p>Vocabulary Word</p>	<p>the things other people have to say in a group</p> <p>(extend experiences)</p> <p>To show some awareness of the listener by making changes to language and non-verbal features</p> <p>To use imaginative and adventurous language - extend</p>	<p>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>To follow a range of complex instructions containing more than 2 elements</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 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</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 by answering questions</p> <p>To complete a closed sentence using a wide range of vocabulary</p> <p>To understand facial expression,</p>
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<p>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>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>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>Listening: To listen to tapes or videos and express views about how a story or information has been presented</p>	<p>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 speaker, making simple comments and suggestions</p>	<p>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 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>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>
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	To make sub-categories with more than 6 sets		Is able to answer some problem solving questions Teacher set up situations and ask pupil to explain the mistakes) To understand facial expression, intonation and non-verbal cues	with confidence		
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Y4 bridging teir	<p>To begin to understand a vocabulary of over 50 nouns * See topic vocabulary lists</p> <p>Starts to use simple '<u>what?</u>' questions</p> <p>Relates spontaneous play to other people and objects</p>	<p>To understand a wider range of verbs Extend vocabulary throughout * See topic vocabulary lists</p> <p>Begins to respond to simple '<u>who?</u>' questions</p> <p>To contribute appropriately to role play</p>	<p>To identify and imitate sounds</p> <p>Starts to respond to simple '<u>where?</u>' questions</p> <p>To categorise objects and sort familiar sets in to subsets when given a verbal instruction (no more than 2 sets) Food: fruit/ not fruit Red/not red</p>	<p>To discriminate and reproduce loud and quiet, fast and slow sounds in imitation</p> <p>To begin to how understanding of the connections between familiar related concepts which include: clean/dirty, hot/cold</p>	<p>Begins to understand some simple prepositions</p> <p>Combines 2 words/ signs/ symbols * (<u>noun/ noun</u>) with prompting</p>	<p>Begins to combine 2 words/ signs/ symbols (<u>noun/ verb</u>) in simple phrases</p> <p>Begins to understand a range of simple 3 word phrases using nouns and prepositions</p>
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Y4 Functional P5-P8	<p>Uses a vocabulary of over 50 nouns</p> <p>Extend vocabulary</p> <p>Pupil begins to use some <u>pronouns</u> in 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>To use a wider range of verbs</p> <p>Extend vocabulary throughout (see All verb vocabulary up to P8)</p> <p>Begins to use/respond to simple '<u>who?</u>' questions</p> <p>To contribute appropriately to 1:1 and small group discussions 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</p>	<p>To use/understand a wider range of simple <u>adjectives</u></p> <p><u>Vocabulary list: basic adjectives including-</u></p> <p>Hot, Cold, Dirty, Nice</p> <p>Starts to use 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>eg Animals: zoo/ farm</p>	<p>Begins to use 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 link 4 words/ signs/ symbols</p> <p>To begin to answer/ understand '<u>how?</u>' and '<u>why?</u>' questions</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>To follow instructions 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 vocabulary)</p>	<p>Combines 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><i>Begins</i> to use/understand a range of simple 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</p>
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	On Friday, yesterday...	comments/Follow instructions with 3 key words/ signs/ symbols			Pupil is beginning to use some <u>adverbs</u> in 3 word phrases	<p>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/ signs/ symbols (grammatical inaccuracies)</p> <p>To use an extensive vocabulary to convey meaning</p>
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	<p>To begin to understand some of a range of <u>nouns</u> (extend across all curriculum areas)</p> <p>to discriminate and reproduce loud and quiet sounds</p> <p>To begin to participate in a conversation within a small group</p>	<p>To copy actions in familiar songs</p> <p>To follow instructions with 2 key words given on an individual basis including 'big' and 'little'</p> <p>To initiate a conversation using speech/ sign/ symbol</p>	<p>To begin to respond to 2 word negative phrases accurately</p> <p>To begin to choose appropriate words to describe sounds they hear using sign/symbols or words</p>	<p>To listen attentively with few prompts for up to 2 minutes</p> <p>begins to understand some <u>pronouns</u></p> <p>To understand some simple <u>adjectives</u></p>	<p>To select basic objects by function when presented with a choice of 2</p> <p>To begin to understand a wider range of <u>prepositions</u></p>	<p>To relate spontaneous play to other people and objects</p> <p>To begin to make a prediction by indicating a symbol/ word</p>
<p>Y5</p> <p>Functional</p> <p>P5 – ARE 1 and 2</p>	<p>Uses a vocabulary of over 50 nouns (see P4/5 list for <u>vocab/categories</u>)</p> <p><u>sounds</u></p> <ul style="list-style-type: none"> to start and stop playing an instrument or doing an activity when 	<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/</p>	<p>To use/understand a wider 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 (extend throughout - all</p>	<p>To start to use/understand simple <u>adjectives</u> (see p5 list and <u>expand</u></p> <p>begins to use some <u>pronouns</u></p> <p>To respond appropriately to simple questions</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</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></p>

	<p>given a verbal or visual signal</p> <ul style="list-style-type: none"> • <i>To copy a pattern of sound</i> • <i>To remember and repeat a simple rhythm</i> • <i>identify different sounds and place them in context</i> • <i>To keep in time with the beat</i> <p>To understand a range of <u>nouns</u> (extend across all curriculum areas)</p> <p>Starts to use simple 'who?' and 'what?' (Teacher model)</p> <p>In a small group pupil can follow</p>	<p>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 word)</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>to begin 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>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 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>Begins to use a range of simple 3 word phrases</p>	<p>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(graded support)</p> <p>to begin to use a range of simple 3 word 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>simple negative forms</p> <p><i>Begin</i> to use sounds imaginatively to represent a story character</p> <p>To contribute appropriately to 1:1 /small group discussions and role play (<i>use regularly to embed</i>)</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 (<i>use colourful semantics to model</i>)</p>	<p>Fast, slow, quiet, loud</p> <p>To combine 2 words/ signs/ symbols in simple two way conversation</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</p>
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<p>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</p> <p>To elaborate when answering questions in order to give additional details.</p> <p>To show understanding of the connections</p>	<p>To begin to show regular verb endings when using past tense – 'ed'</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 about a story or poem</p>	<p>To follow instructions with 3 key words/ signs/ symbols given on an individual basis by a familiar adult</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 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>Begins to follow requests containing 3/4 key words/ signs/ symbols from 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>To listen and respond to the</p>	<p>To use/ understand of a range of comparatives</p> <p><u>Vocabulary</u> (<u>extend</u>)</p> <p>bigger, longer, smaller</p> <p>To start to understand a greater amount of words/ signs/ symbols including verbs</p> <p><u>Vocabulary</u></p> <p>All <i>verb</i> vocabulary up to P8 – extend when appropriate)</p> <p>To use/understand a range of <u>prepositions</u> (<u>continue to extend</u>)</p> <p>To combine past and present tenses</p>	<p>("I want red drink" "I see 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>To use contractions in speech</p> <p><u>Vocabulary</u></p>
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<p>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>(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.</p> <p>(Vocabulary Word Maps/Venn Diagrams (refer to ELKLAN))</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 show understanding of a wide range of words including National Curriculum Year 2 topic vocabulary (review and extend)</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>To add detail to sustain listener's interest when</p>	<p>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 require different language (beginning)</p> <p>To recognise sarcasm when a familiar adult teases them or another person</p>	<p>but may still uses some over generalisations</p> <p>To use/understand a range of <u>prepositions</u> (<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 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>'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>To retell a story using narrative language and linking words and phrases</p> <p>To make a prediction with accuracy</p>
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	<p>To maintain attention and respond appropriately in a small group activity</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>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</i> to deduct meaning from abstract pieces of information</p> <p>To recognise absurdities</p> <p>To begin to speak for different 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 join in with role play</p> <p>To recount experiences to others with greater accuracy</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>To listen to each other's views and preferences</p> <p>To perform a single poem from memory</p>
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Y5 Core ARE 3/4	<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>
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	<p>To attempt to repeat a simple rhythm</p> <p>To begin to understand a range of <u>nouns</u></p> <p>(extend across all curriculum areas)</p>	<p>to play imaginatively when using small world equipment or when in the outdoor area</p> <p>To join in with words and actions in familiar songs</p>	<p>To begin to understand a wider range of simple <u>verbs</u></p> <p>to begin to answer simple 'who?' questions about a story or poem with support</p>	<p>To respond appropriately to simple questions about familiar or immediate events or experiences</p> <p>To begin to follow instructions with 2 key words given on an individual basis that include simple prepositions</p>	<p>To begin to combine 2 words/ signs/ symbols (<u>noun/ verb</u>)</p> <p>Begins to combine a range of pronouns/ nouns</p>	<p>To relate to spontaneous play to other people and objects</p> <p>To combine 2 symbols in simple two way interaction</p>
<p>Y6</p> <p>Functional</p> <p>P5 - ARE 1/2</p>	<p>Uses a vocabulary of over 50 nouns (<u>see P4/5 list for vocab/categories</u>)</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 	<p>To begin to combine 2 words/ signs/ symbols (<u>noun/ noun</u>) 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' (<u>work on range of 2 key</u></p>	<p>To use/understand a wider range of simple <u>verbs</u></p> <p>Vocabulary list: <u>basic verbs</u> 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</p>	<p>To start use/ understand simple <u>adjectives</u> (<u>see p5 list and expand</u>)</p> <p>begins to use some <u>pronouns</u></p> <p>to begin to use a range of simple 3 word phrases using nouns and <u>prepositions</u></p> <p>To use some vocabulary related to time concepts</p> <p>To listen attentively with few prompts</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 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></p> <p>Fast, slow, quiet, loud</p> <p>To talk about <u>past events</u> using words/</p>

	<ul style="list-style-type: none"> To copy a pattern of sound To remember and repeat a simple rhythm 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 use a range of <u>nouns</u></p> <p>(extend across all curriculum areas)</p> <p>Starts to use simple 'who?' 'what?' 'where'? (Teacher modelled)</p>	<p>words if still learning <u>big/little</u></p> <p>To initiate and maintain short conversation using speech/ sign/ symbol</p> <p>to begin 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 begin to understand time concept words</p> <p>To talk about /understand questions related to</p>	<p>words/signs/symbols (<u>noun + noun</u>) (<u>noun+verb</u>)</p> <p>(see p4/5 vocab)</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>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</p>	<p>for more than 5 minutes</p> <p>To follow instructions with 3 key words that include simple prepositions (graduated support)</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 a familiar adult</p>	<p>To contribute appropriately to 1:1 /small group discussions and role play (use 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 <i>colourful semantics to model</i>)</p> <p>To use/ understand of a range of comparatives <u>Vocabulary (extend)</u></p> <p>bigger, longer, smaller</p>	<p>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</p> <p>("I want red drink" "I see spotty cup" "My red car")</p> <p>To consistently demonstrate understanding 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</p>
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	<p>In a small group pupil can follow 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 within a small group</p> <p>To elaborate when answering questions in order to give additional details</p>	<p><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 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 describe sounds they hear</p> <p>to answer simple '<u>who?</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 understand facial expression, intonation and</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 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 use/understand a range of <u>prepositions</u> (<u>continue to extend</u>)</p> <p>to start to understand a greater amount of words/ signs/ symbols including verbs</p> <p>Vocabulary</p> <p>All verb vocabulary up to P8 – extend when appropriate)</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>case and sit at the table"</p> <p>To have an increasing number of words/ signs/ symbols including 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 link 4 words/ signs/ symbols using a range of simple structures</p> <p>To complete a closed sentence using a wide range</p>
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<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>(also support use of 'not' with signs or symbols)</p> <p>To make conceptual links.</p> <p>(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 take turns when talking in pairs or a small group</p> <p>To decide when I need to use specific vocabulary</p> <p>(extend range of experiences) To play a group 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>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>To keep to the main topic when we are talking in a group</p> <p>(visual prompts)</p> <p>To begin to speak for different purposes and audiences</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 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>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</p>	<p>of vocabulary (extend)</p> <p>To retell a story using narrative language and linking words and phrases</p> <p>(extend opportunities)</p> <p>To make a prediction with accuracy</p>
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	<p>To maintain attention and respond appropriately in a small group activity</p> <p>to make specific vocabulary choices and use 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><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</p> <p>(Teacher set up situations and ask pupil to explain the mistakes)</p> <p>To listen to tapes or videos and express views about how a story or information has been presented</p>		<p>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>	
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Y6 Core ARE 3/4	<p>To listen to talk by an adult and remember some specific points</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</p> <p>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 listen to each other's views and preferences</p> <p>To perform a single poem from memory (vary experiences)</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>
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