

Communication and Language- Speaking

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.

Language of deduction:

I think it is .. because, It has because.., Why do you think this is... What do you think....What can you see..? Why did it happen? Happened because

Language of Opinion:

I like/don't like. It is good, interesting, unusual ...It is not nice. What do you think? I think.... It will....because

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Social Rules of Speaking	<p>Greets adults in the school politely and looks at them as they speak.</p> <p>Looks at someone when they are being spoken to.</p> <p>Use tense, intonation and rhythm to enhance meaning.</p>	<p>Uses their manners when speaking to adults in the classroom environment.</p>	<p>Uses their manners when speaking to peers and all adults in the school environment.</p> <p>Use talk to work out problems, and organize thinking and activities explaining how things work and why things may happen.</p>	<p>Uses their manners when speaking to peers and all adults in the school environment (says thank you for school lunch)</p> <p>Develop social phrases</p>	<p>ELG</p> <p>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.</p>	
Sentence Structure	<p>Explain in simple sentences including ordering, stating what happened and what might happen.</p>	<p>Retell stories having developed a familiarity with the text, with some exact repetition and in their own words.</p> <p>Goldilocks and the 3 Bears.</p>	<p>Ask questions to find out more why, How, When. Check understanding of what has been said to them.</p> <p>Use sentences that are well formed but could contain some grammatical errors like sheeps, goed</p>	<p>Articulate their ideas and thoughts in well-formed sentences. (news time on Monday morning. Questions for Show and Tell).</p>		
Vocabulary	<p>Use Vocabulary to express imaginary events in play- house role play</p>	<p>Use Vocabulary to express imaginary events in play- Santa's grotto.</p> <p>Engage in imaginative role play sometimes building stories around toys and objects- small world area free choice.</p> <p>Learn new vocabulary and use this throughout the day- Tier vocab</p>	<p>Explore new vocabulary, sounds and intonation (space information)</p> <p>Use language to create imaginary events, storylines and themes and sustain imaginary play situations expressing themselves to friends and adults- role play shop, home corner, rocket ship</p> <p>Learn new vocabulary and use this throughout the day- vocab.</p>	<p>Use new vocabulary in different contexts eg growing</p>		