

<b>Term</b>	<b>Autumn 1</b>	
<b>Year R</b>	<b>Trying new things</b>	
<b>Concept</b>	<b>Confidence</b>	
<b>Knowledge and Skills</b>	Crucial Knowledge: <ul style="list-style-type: none"> <li>Children need to know what good listening is.</li> <li>Children need to know how to take turns.</li> </ul>	Using Knowledge as a Skill: <ul style="list-style-type: none"> <li>Children will begin to develop confidence in listening, following rules and making attempts at new learning e.g. joining in with saying sounds in phonics.</li> <li>Children will learn how and when to respond.</li> <li>Children will learn how to listen and take turns.</li> </ul>
<b>Vocabulary</b>	listening, taking turns, rules	
<b>Year 1</b>	<b>Listening and responding</b>	
<b>Concept</b>	<b>Confidence</b>	
<b>Knowledge and Skills</b>	Crucial Knowledge: <ul style="list-style-type: none"> <li>Children need to know what active listening is.</li> <li>Children need to know ways in which they can respond appropriately to adults.</li> <li>Children need to know that they also should listen to their ideas of the peers.</li> <li>Children need to know ways in which they can respond appropriately to peers.</li> </ul>	Using Knowledge as a Skill: <ul style="list-style-type: none"> <li>Children will learn to listen and respond to adults and will practise doing so appropriately.</li> <li>Children will be given opportunities to discuss their ideas with peers, listening and responding to them appropriately.</li> </ul>
<b>Vocabulary</b>	listening, responding, discuss	
<b>Year 2</b>	<b>Speaking audibly and fluently, using appropriate registers for effective communication</b>	
<b>Concept</b>	<b>Confidence</b>	
<b>Knowledge and Skills</b>	Crucial Knowledge: <ul style="list-style-type: none"> <li>Children need knowledge of spoken Standard English and a wide range of vocabulary.</li> <li>Children need an awareness of their audience.</li> </ul>	Using Knowledge as a Skill: <ul style="list-style-type: none"> <li>Children will learn to use their voices appropriately, in order to express themselves clearly.</li> </ul>
<b>Vocabulary</b>	vocabulary, audience, voice, expression, clarity, fluency, expression, communication	

<b>Term</b>	<b>Autumn 2</b>	
<b>Year R</b>	<b>Participating in discussions and communicating their own ideas</b>	
<b>Concept</b>	<b>Communication</b>	
<b>Knowledge and Skills</b>	Crucial Knowledge: <ul style="list-style-type: none"> <li>Children need to know what a spoken sentence is.</li> <li>Children need to know that full sentences must make sense and that sentences give meaning.</li> <li>Children need to know that there are different tenses.</li> <li>Children need knowledge of what the past tense, present tense and future tense are.</li> </ul>	Using Knowledge as a Skill: <ul style="list-style-type: none"> <li>Children need opportunities to reflect on the experiences they have had.</li> <li>Children will learn how to express their ideas and feelings in their spoken language.</li> <li>Children will learn to speak in full sentences, with a verb.</li> <li>Children will learn to speak appropriately in the past, present and future tense.</li> <li>Children will learn to use conjunctions verbally to join ideas within spoken sentences.</li> </ul>
<b>Vocabulary</b>	sentence, meaning, tense, past, present, future	
<b>Year 1</b>	<b>Describing, explaining and expressing feelings</b>	
<b>Concept</b>	<b>Communication</b>	
<b>Knowledge and Skills</b>	Crucial Knowledge: <ul style="list-style-type: none"> <li>Children need to know what a description is.</li> <li>Children need knowledge of how descriptions are structured and features included e.g. understanding adjectives.</li> <li>Children need to know what explanations are.</li> <li>Children need knowledge of how explanations are structured.</li> <li>Children need to know that narratives have different purposes.</li> <li>Children need to know that they can express their feelings in different ways.</li> </ul>	Using Knowledge as a Skill: <ul style="list-style-type: none"> <li>Children will learn to describe.</li> <li>Children will learn to explain, giving reasons for their ideas.</li> <li>Children will learn to retell narratives coherently.</li> <li>Children will be given opportunities to appropriately express their feelings to others. (revisiting from Year R)</li> </ul>
<b>Vocabulary</b>	description, explanation, narrative, feelings	
<b>Year 2</b>	<b>Articulating and justifying ideas</b>	
<b>Concept</b>	<b>Communication</b>	
<b>Knowledge and Skills</b>	Crucial Knowledge: <ul style="list-style-type: none"> <li>Children need to know that they can express their feelings in different ways. (revisiting from Year 1)</li> <li>Children need to know that it is okay to share your own ideas when working with others and that we don't necessarily always agree. (revisiting from Year 1)</li> </ul>	Using Knowledge as a Skill: <ul style="list-style-type: none"> <li>Children will be given opportunities to appropriately express their feelings to others. (revisiting from Year 1)</li> <li>Children will learn to speak clearly in order to articulate their ideas.</li> <li>Children will learn to argue and give opinions in a sensible, respectful manner.</li> </ul>
<b>Vocabulary</b>	justify, articulate, view, feelings	

<b>Term</b>	<b>Spring 1</b>	
<b>Year R</b>	<b>Holding conversation with others; making comments and asking questions</b>	
<b>Concept</b>	<b>Collaboration</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>• Children need to know what good listening is. (revisiting from Autumn 1)</li> <li>• Children need to know how to take turns. (revisiting from Autumn 1)</li> <li>• Children need knowledge of what a discussion is.</li> <li>• Children need to know some new vocabulary.</li> <li>• Children need to know what questions are; that we ask questions in order to gain knowledge and clarify our understanding.</li> <li>• Children need to know that questions need answers and what question words can be used to ask which type of questions.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>• Children will practise listening to others. (revisiting from Autumn 1)</li> <li>• Children will practise taking turns. (revisiting from Autumn 1)</li> <li>• Children will practise using new vocabulary in their spoken English.</li> <li>• Children will practise asking and answering a range of questions.</li> </ul>
<b>Vocabulary</b>	listening, taking turns, discussion, vocabulary, questions, answer, ask, clarify, who, what, where, when, why, how	
<b>Year 1</b>	<b>Participating in discussions; asking questions to clarify and extend understanding</b>	
<b>Concept</b>	<b>Collaboration</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>• Children need to know what active listening is. (revisiting from Autumn 1)</li> <li>• Children need to know ways in which they can respond appropriately to adults and peers. (revisiting from Autumn 1)</li> <li>• Children need to know that questions need answers and what question words can be used to ask which type of questions. (revisiting from Year R)</li> <li>• Children need to know what relevant questions are.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>• Children will practise listening and responding to adults and other children appropriately. (revisiting from Autumn 1)</li> <li>• Children will practise building upon the ideas of others. (revisiting from Year R)</li> <li>• Children will be given opportunities to practise verbally constructing relevant comments and asking relevant questions in order to extend their knowledge and understanding and hold conversation.</li> </ul>
<b>Vocabulary</b>	listen, respond, describe, explain, question, answer, ask, clarify, who, what, where, when, why, how, conversation	
<b>Year 2</b>	<b>Collaborative conversations; initiating, building on contributions, responding to comments</b>	
<b>Concept</b>	<b>Collaboration</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>• Children need to know ways in which they can respond appropriately to adults and peers. (revisiting from Autumn 1)</li> <li>• Children need to know that questions need answers and what question words can be used to ask which type of questions. (revisiting from Year 1)</li> <li>• Children need to know what relevant questions are. (revisiting from Year 1)</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>• Children will practise listening and responding to adults and other children appropriately. (revisiting from Year 1)</li> <li>• Children will practise building upon the ideas of others. (revisiting from Year 1)</li> <li>• Children will be given opportunities to practise verbally constructing relevant comments and asking relevant questions in order to extend their knowledge and understanding and hold conversation. (revisiting from Year 1)</li> <li>• Children will learn to initiate conversation with other children or adults.</li> </ul>
<b>Vocabulary</b>	initiate, respond, ask, answer, contribute	

<b>Term</b>	<b>Spring 2</b>	
<b>Year R</b>	<b>Performing songs, rhymes, poems and stories</b>	
<b>Concept</b>	<b>Confidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what good listening is. (revisiting from Autumn 1 and Spring 1)</li> <li>Children need to know what it means to perform or present and how this differs from practising.</li> <li>Children need to know what songs are.</li> <li>Children need knowledge of different rhymes and poems.</li> <li>Children need experiences of a range of stories.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will practise joining in with rhymes, stories and songs.</li> </ul>
<b>Vocabulary</b>	song, rhyme, poem, story, practise, perform	
<b>Year 1</b>	<b>Presenting and performing; gaining, maintaining and monitoring the interest of the listeners</b>	
<b>Concept</b>	<b>Confidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what it means to present and perform and how this differs from practising. (revisiting from Year R)</li> <li>Children need to begin to be aware of their audience.</li> <li>Children need to understand that they can use their voice and the structure of the content to fulfil a purpose, in the interest of the audience.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will learn to present and will be given opportunities to present in front of an audience.</li> <li>Children will be taught about social clues in audience responses.</li> <li>Children will begin to learn about the skill of presenting, using their voice and carefully structuring their content, in the interest of the audience.</li> </ul>
<b>Vocabulary</b>	practise, present, perform, audience, voice, purpose	
<b>Year 2</b>	<b>Improvising and debating; gaining, maintaining and monitoring the interest of the listeners</b>	
<b>Concept</b>	<b>Confidence</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what it means to present and perform and how this differs from practising. (revisiting from Year 1)</li> <li>Children need to be aware of the needs of their audience. (revisiting from Year 1)</li> <li>Children need to understand that they can use their voice and the structure of the content to fulfil a purpose, in the interest of the audience. (revisiting from Year 1)</li> <li>Children need to know what it means to improvise and have a secure knowledge of the topic of discussion in order to do so.</li> <li>Children need to understand what it means to debate and have knowledge and exposure to well-structured debates.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will practise presenting and will be given opportunities to present in front of an audience. (revisiting from Year 1)</li> <li>Children will learn to identify social clues in audience responses. (revisiting from Year 1)</li> <li>Children will practise skill of presenting, using their voice and carefully structuring their content, in the interest of the audience. (revisiting from Year 1)</li> <li>Children will learn to improvise.</li> <li>Children will learn to debate.</li> </ul>
<b>Vocabulary</b>	practise, present, perform, audience, voice, purpose, improvise, debate	

<b>Term</b>	<b>Summer 1</b>	
<b>Year R</b>	<b>Using and understanding new vocabulary</b>	
<b>Concept</b>	<b>Communication</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know the definitions of recently introduced vocabulary.</li> <li>Children need ways to ask for clarification, if they are unsure what a word means.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children need opportunities to reflect on the experiences they have had and will practise expressing their ideas in their spoken language. (revisiting from Autumn 2)</li> <li>Children will practise speaking in full sentences, with a verb and will learn to use new vocabulary when doing so. (revisiting from Autumn 2)</li> <li>Children will practise speaking appropriately in the past, present and future tenses. (revisiting from Autumn 2)</li> <li>Children will learn to use conjunctions verbally to join ideas within spoken sentences. (revisiting from Autumn 2)</li> </ul>
<b>Vocabulary</b>	topic dependent	
<b>Year 1</b>	<b>Developing vocabulary for more effective communication</b>	
<b>Concept</b>	<b>Communication</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know that they can express their feelings in different ways. (revisiting from Autumn 2)</li> <li>Children need to know the definitions of recently introduced vocabulary. (revisiting from Year R)</li> <li>Children need to know how to ask for clarification, if they are unsure what a word means. (revisiting from Year R)</li> <li>Children need a basic understanding of developing vocabulary through reading and making vocabulary choices for communicating effectively.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will be given opportunities to appropriately express their feelings to others. (revisiting from Year R and Autumn 2)</li> <li>Children will practise selecting appropriate new vocabulary in order to communicate effectively in their spoken English.</li> </ul>
<b>Vocabulary</b>	topic dependent	
<b>Year 2</b>	<b>Strategies for vocabulary development</b>	
<b>Concept</b>	<b>Communication</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need a secure understanding of taught vocabulary.</li> <li>Children need to know how to ask for clarification, if they are unsure what a word means. (revisiting from Year 1)</li> <li>Children need to know that they can develop their vocabulary by reading. (revisiting from Year 1)</li> <li>Children need to know that definitions for words can be found in a dictionary or online.</li> <li>Children need to know what synonyms are and that they can be used to develop vocabulary.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will learn to speak clearly in order to articulate their ideas. (revisiting from Autumn 2)</li> <li>Children will learn to argue and give opinions in a sensible, respectful manner. (revisiting from Autumn 2)</li> <li>Children will practise using new vocabulary from reading, within their spoken language.</li> <li>Children will learn to use further strategies to develop their vocabulary e.g. using a dictionary or the internet.</li> <li>Children will practise selecting appropriate new vocabulary in order to communicate effectively in their spoken English.</li> </ul>
<b>Vocabulary</b>	definition, synonym	

<b>Term</b>	<b>Summer 2</b>	
<b>Year R</b>	<b>Anticipating, sharing viewpoints and listening to the viewpoints of others</b>	
<b>Concept</b>	<b>Collaboration</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to know what good listening is. (revisiting from Autumn 1 and Spring 1)</li> <li>Children need to know how to take turns. (revisiting from Autumn 1 and Spring 1)</li> <li>Children need knowledge of what a discussion is. (revisiting from Spring 1)</li> <li>Children need to know that they can have their own ideas about what they think might happen and why.</li> <li>Children need to be aware that their viewpoint might differ from that of others.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will practise listening to others. (revisiting from Autumn 1 and Spring 1)</li> <li>Children will practise taking turns. (revisiting from Autumn 1 and Spring 1)</li> <li>Children will be provided with opportunities to explore different ideas and work with others to come up with ideas.</li> <li>Children will learn how to use 'because' to explain their reasons for their viewpoints.</li> </ul>
<b>Vocabulary</b>	viewpoint, idea, different, opinion, reason, because	
<b>Year 1</b>	<b>Working with others to speculate, hypothesise, imagine and explore ideas</b>	
<b>Concept</b>	<b>Collaboration</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to begin to understand what it means to speculate, hypothesise, imagine and explore.</li> <li>Children need to know that it is okay to share your own ideas when working with others and that we don't necessarily always agree.</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will begin learning to consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>Children will begin learning to articulate and justify their own answers, arguments and opinions.</li> </ul>
<b>Vocabulary</b>	speculate, hypothesise, imagine, explore, viewpoint, contribute, articulate, justify	
<b>Year 2</b>	<b>Working with others to speculate, hypothesise, imagine and explore ideas</b>	
<b>Concept</b>	<b>Collaboration</b>	
<b>Knowledge and Skills</b>	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> <li>Children need to understand what it means to speculate, hypothesise, imagine and explore. (revisiting from Year 1)</li> <li>Children need to know that it is okay to share your own ideas when working with others and that we don't necessarily always agree. (revisiting from year 1)</li> </ul>	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> <li>Children will continue learning to consider and evaluate different viewpoints, attending to and building on the contributions of others. (revisiting from Year 1)</li> <li>Children will continue learning to articulate and justify their own answers, arguments and opinions. (revisiting from Year 1)</li> </ul>
<b>Vocabulary</b>	speculate, hypothesise, imagine, explore, viewpoint, contribute, articulate, justify	