

Autumn 1

Strand: Speaking

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

Teach, model and scaffold:

- Conversation skills taught and modelled – listen to each other, wait until the other person has stopped talking, look at each other, talk about the topic (1:1 learning partner, small groups (eg focused learning groups) and whole class (eg. snack time))
- Role play modelled by adults to whole class, using puppets or additional adults to support conversation skills
- Tier 2 and Tier 3 vocabulary explicitly taught (following school's guidance)
- Children learn nursery rhymes, songs and stories off by heart.
- Children encouraged to join in with repeated phrases in stories.
- Questions: who, what, where
- Modelling of answering how and why questions with full sentences eg. '**I think** the Big Bad Wolf climbed down the chimney **because** he couldn't blow the brick house down.'

Core Provision

Classroom:

- Images of children modelling conversation skills learned
- Small group and 1:1 Tier 2 and Tier 3 vocabulary used in activities
- Tier 2 and Tier 3 vocabulary shared with parents
- Adults encourage discussion through play using accurate verb tenses
- Songs that children have learned on speakers/headphones for children to listen to
- Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.'

Small world:

- Role play of characters having conversations with each other modelled by adults
- New vocabulary with images

Home corner:

- Role play of characters having conversations with each other modelled by adults
- New vocabulary with images

Reading area:

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Audio books available for children to hear.

Outside:

- Imaginative role play having conversations with each other modelled by adults

- Images of children looking at each other, taking it in turns to speak, playing cooperatively.
- Adults encourage discussion through play

Water:

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

Construction:

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.
- Role play props/activities set up outside

Additional:

- Songs that children have learned to be available on speakers outside.
- Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled.

Autumn 2

Strand: Speaking

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

Teach, model and scaffold:

- Conversation skills continue to be practised and supported – listen to each other, wait until the other person has stopped talking, look at each other, talk about the topic (1:1 learning partner, small groups (eg focused learning groups) and whole class (eg. snack time))
- Role play modelled by adults to whole class, using puppets or additional adults to support conversation skills and use of new vocabulary
- Tier 2 and Tier 3 vocabulary explicitly taught (following school's guidance) Modelled using full sentences – focus on this when teaching – the difference between an unfinished oral sentence and a full oral sentence.
- Children continue to learn nursery rhymes, songs and stories off by heart.
- Children encouraged to join in with repeated phrases in stories.
- Questions: who, what, where?

Core Provision

Classroom:

- Images of children modelling conversation skills learned
- Small group and 1:1 Tier 2 and Tier 3 vocabulary used in activities
- Tier 2 and Tier 3 vocabulary shared with parents
- Adults encourage discussion through play using accurate verb tenses.
- Songs that children have learned on speakers/headphones for children to listen to
- Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.'
- Extending phrases and simple sentences using conjunctions Eg. Pupil: "She went to the park" Teacher: "because..." Pupil: "because she liked the swings"
- *Modelling correct use of past, present and future in play – point out when reading books set in the past or in the future.*
- *Playing games to extend oral sentences – eg. finish my sentence, is it a sentence?*

Small world:

- Role play of characters having conversations with each other modelled by adults
- New vocabulary with images
- *Modelling correct use of past, present and future in play*

Home corner:

- Children encouraged to give their own ideas about stories they have read and what they have learned with continued modelling and prompts from adults.
- *Modelling of things that happen in the past, present and future, eg. Before school, I ate my breakfast; I eat my lunch now; I will eat my dinner later.*

- Role play of characters having conversations with each other modelled by adults
- New vocabulary with images
- *Modelling correct use of past, present and future in play*

Reading area:

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Audio books available for children to hear.
- Point out if something happened in the past or future in the book.

Outside:

- Imaginative role play of characters having conversations with each other modelled by adults
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.
- Adults encourage discussion through play
- Role play props/activities set up outside

Water:

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

Construction:

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

Additional:

- Songs that children have learned to be available on speakers outside.
- Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled.

Spring	
Strand: Speaking	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <p>Teach and model:</p> <ul style="list-style-type: none"> - Conversation skills continue to be practised and supported – listen to each other, wait until the other person has stopped talking, look at each other, talk about the topic (1:1 learning partner, small groups (eg focused learning groups) and whole class (eg. snack time)) - Role play modelled by adults to whole class, using puppets or additional adults to support conversation skills and use of new vocabulary - Small group discussions supported by adults, eg. Mini circle times based on PSED, discussion about the class book, news/show and tell, snack times with focus on using conversation skills previously learned. - Tier 2 and Tier 3 vocabulary explicitly taught (following school's guidance) Modelled using full sentences – focus on this when teaching – the difference between an unfinished oral sentence and a full oral sentence – linked to writing this term. 	<p>Classroom:</p> <ul style="list-style-type: none"> - Images of children modelling conversation skills learned - Small group and 1:1 Tier 2 and Tier 3 vocabulary used in activities and shared with parents - Adults encourage discussion through play using accurate verb tenses. - Songs that children have learned on speakers/headphones for children to listen to - Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.' - Extending phrases and simple sentences using conjunctions Eg. Pupil: "She went to the park" Teacher: "because..." Pupil: "because she liked the swings" - Modelling correct use of past, present and future in play – point out when reading books set in the past or in the future. <p>Small world:</p> <ul style="list-style-type: none"> - Role play of characters having conversations with each other modelled by adults

- Children continue to learn nursery rhymes, songs and stories off by heart.
- Children encouraged to join in with repeated phrases in stories.
- Questions: who, what, where?
- Children encouraged to give their own ideas about stories they have read and what they have learned with continued modelling and prompts from adults. Answering how and why questions with support.
- Modelling of things that happen in the past, present and future, eg. Before school, I ate my breakfast; I eat my lunch now; I will eat my dinner later.

- New vocabulary with images
- Modelling correct use of past, present and future in play

Home corner:

- Role play of characters having conversations with each other modelled by adults
- New vocabulary with images
- Modelling correct use of past, present and future in play

Reading area:

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Audio books available for children to hear.
- Point out if something happened in the past or future in the book.

Outside:

- Imaginative role play of characters having conversations with each other modelled by adults
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.
- Adults encourage discussion through play
- Role play props/activities set up outside

Water:

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

Construction:

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

Additional:

- Songs that children have learned to be available on speakers outside.
- Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled.

Summer	
Strand: Speaking	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <p>To teach and encourage the children to independently:</p> <ul style="list-style-type: none"> - Conversation skills continue to be practised and supported – listen to each other, wait until the other person has stopped talking, look at each other, talk about the topic (1:1 learning partner, small groups (eg focused learning groups) and whole class (eg. snack time)) - Whole class discussions scaffolded by adult. - Role play modelled by adults to whole class, using puppets or additional adults to support conversation skills and use of new vocabulary - Tier 2 and Tier 3 vocabulary explicitly taught (following school's guidance) Modelled using full sentences including conjunctions where appropriate. 	<p>Classroom:</p> <ul style="list-style-type: none"> - Images of children modelling conversation skills learned - Small group and 1:1 Tier 2 and Tier 3 vocabulary used in activities and shared with parents - Small group discussions supported by adult, eg. Mini circle times, snack times, conversation starters with focus on conversation skills - Adults encourage discussion through play using accurate verb tenses. - Songs that children have learned on speakers/headphones for children to listen to - Rich vocabulary used when talking to children eg. 'Could you help me to distribute the fruit?' Rather than 'Give out the fruit' Or 'Walk slowly to the home corner and pick up the red triangle carefully and return it to me.' Rather than overuse of pronouns, 'Pick that up and bring it to me.' - Extending phrases and simple sentences using conjunctions Eg. Pupil: "She went to the park" Teacher: "because..." Pupil: "because she liked the swings"

- Children continue to learn nursery rhymes, songs and stories off by heart.
- Children encouraged to join in with repeated phrases in stories.
- Questions: who, what, where?
- Children encouraged to give their own ideas about stories they have read and what they have learned with continued modelling and prompts from adults. Answering more complex how and why questions with support. Extending phrases and simple sentences using conjunctions Eg. Pupil: "She went to the park" Teacher: "because..." Pupil: "because she liked the swings"
- Modelling of things that happen in the past, present and future, eg. Before school, I ate my breakfast; I eat my lunch now; I will eat my dinner later.

- Modelling correct use of past, present and future in play – point out when reading books set in the past or in the future.

Small world:

- Role play of characters having conversations with each other modelled by adults
- New vocabulary with images
- Modelling correct use of past, present and future in play

Home corner:

- Role play of characters having conversations with each other modelled by adults
- New vocabulary with images
- Modelling correct use of past, present and future in play

Reading area:

- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Audio books available for children to hear.
- Point out if something happened in the past or future in the book.

Outside:

- Imaginative role play of characters having conversations with each other modelled by adults
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.
- Adults encourage discussion through play
- Role play props/activities set up outside

Water:

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

Construction:

- Adults modelling conversations with children about their learning
- Images of children looking at each other, taking it in turns to speak, playing cooperatively.

Additional:

- Songs that children have learned to be available on speakers outside.
- Performances of poems, nursery rhymes, songs or stories to be encouraged and modelled.