

# Speaking & Listening CURRICULUM MAPS - Year 2 of 2

(Key: F-Fiction N/F-Non-Fiction P-Poetry POS1- Program of Study 1)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic</b></p> <p><b>School</b></p> <p><b>Weather/Autumn</b></p> <p><b>Animals</b></p> <p><b>Families</b></p> <p><b>Growing things</b></p> <p><b>Parks &amp; playground/Transport</b></p>	<p><b>L</b> -To respond to familiar people demonstrating this through consistent responses. They follow a familiar object by eye tracking.</p> <p><b>M</b> - To direct communication towards adult to gain attention and for physical contact.</p> <p><b>H</b>- Uses a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings, e.g. likes and dislikes.</p>	<p><b>L</b>- To interact with objects by reaching for and holding them.</p> <p><b>M</b> - To be able to make choices and request preferred activity by vocalising or indicating towards preferred object.</p> <p><b>H</b> - To imitates or repeats single words, signs or symbols. May mimic phrases, e.g. 'all-gone', 'bye-bye.'</p>	<p><b>L</b>- To show awareness of a new activity or experience. They may turn away or become animated, vocally or physically.</p> <p><b>M</b> -To participate in shared activities with sustained concentration for short periods of time,</p> <p><b>H</b> -To demonstrate that they have an emerging awareness of object names. They use the same word/ sound/gesture/ symbol for a particular object.</p>	<p><b>L</b> - To accept sensory experiences, sharing exploration of an object with an adult, e.g. child will focus attention upon an object in a sensory story by looking or touching.</p> <p><b>M</b> - To begin to explore objects as tactile cues to events or activities.</p> <p><b>H</b> - Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.</p> <p><b>HHA</b>-to combine single words, signs or symbols to communicate meaning to different listeners.</p>	<p><b>L</b> - To engage interactively exploring objects with an adult, e.g. when prompted they reach for and handle an object exploring visually and/or physically before releasing</p> <p><b>M</b> - To explore materials in increasingly complex ways, e.g. they may manipulate or drop an object observing the results of their actions.</p> <p><b>H</b> - To use between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit.</p> <p><b>HHA</b>-To attempt to repair a misunderstanding without changing words - e.g. intonation, repetition.</p>	<p><b>L</b> - To communicate simple choices, likes and dislikes through vocalisation and gesture, e.g. when given a choice of two toys consistently selects their favourite one.</p> <p><b>M</b> - To communicate spontaneously and intentionally through facial expression, gesture and emerging vocalisation.</p> <p><b>H</b>- Can repeat copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.</p> <p><b>HHA</b>-begins to combine 2 key ideas /concepts in simple phrase.</p>
<p><b>Yellow Classes Speaking</b></p> <p>L- P2i/2ii M-P3 H-P4 HHA -P4/P5</p>	<p><b>L</b> - To begin to respond to familiar people, e.g. smiling or vocalising.</p> <p><b>M</b> - To direct communication towards adult to gain attention, e.g. by vocalising or reaching or making eye contact.</p> <p><b>H</b> - To demonstrate understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</p>	<p><b>L</b> - To begin to interact consistently with objects, e.g. explores with fingers or hands.</p> <p><b>M</b> - To be able to make choices and will request preferred activity, e.g. by vocalising or reaching or making eye contact.</p> <p><b>H</b> - To respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'.</p>	<p><b>L</b> - To show awareness of a new activity or experience, e.g. may turn away or become animated, vocally or physically.</p> <p><b>M</b>- To participate in shared activities sustaining concentration for short periods of time, e.g. adult initiates activity, pupil continues briefly but may need further prompts to explore in a more complex manner. Turning over/ pushing another button.</p> <p><b>H</b> - To understand some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc.</p> <p><b>HHA</b>- to respond to request 2+ key words</p>	<p><b>L</b> - To accept sensory experience, sharing exploration of an object with an adult, e.g. child will focus attention upon an object in a sensory story by looking or touching.</p> <p><b>M</b> - To begin to link some objects as tactile cues to events or activities, e.g. cup for drink, spoon for dinner.</p> <p><b>H</b> - To listen and responds to familiar rhymes and songs - may participate by joining in with words or actions.</p> <p><b>HHA</b>- to be able to select object by function - e.g. shown 2 objects - show me what you eat.</p>	<p><b>L</b> - To engage interactively exploring objects with an adult when partially prompted, e.g. reaching for an object or material exploring visually and/or physically.</p> <p><b>M</b> - To explore materials in increasingly complex ways, e.g. they may manipulate or drop an object observing the results of their actions.</p> <p><b>H</b> - To demonstrate understanding of 50 single words, signs or symbols for familiar objects in a range of contexts, e.g. in picture books, in the school and home environments.</p> <p><b>HHA</b>-to respond to questions about familiar/ immediate events or experiences.</p>	<p><b>L</b> - To recognises a familiar adult, object or activity, e.g. daily routine or staff member.</p> <p><b>M</b> - To communicate spontaneously and intentionally through facial expression or gesture or emerging vocalisation.</p> <p><b>H</b> - To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations, for example, "Get your coat", "Stand up", or "Clap your hands". Please note that a key word is the most significant word in a sentence. e.g. "Get your <u>coat</u>"</p> <p><b>HHA</b>-to respond appropriately to simple questions.</p>
<p><b>Yellow Classes Listening</b></p> <p>L- P2i/2ii M-P3i/3ii H-P4 HHA-P4/P5</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Clothes and Weather	British Wildlife	Buildings	Pets	Fruit and Vegetables	Wild Animals/Zoo
Green Classes Speaking	<p><b>L</b> - To direct communication towards adult to gain attention /physical contact.</p> <p><b>M</b> - To remember learnt responses over more extended periods of time.</p> <p><b>H</b> - To use a repertoire of between 10 - 50 single words, signs symbols to communicate about events/feelings.</p> <p><b>HHA</b>-attempts to repair misunderstandings without changing the words used.</p>	<p><b>L</b> - To be able to make choices &amp; to request preferred activity by vocalising /pointing towards preferred object.</p> <p><b>M</b> - To greet known people &amp; may initiate interactions &amp; activities with them.</p> <p><b>H</b> - To imitate or repair single words, signs, symbols. May mimic phrases.</p> <p><b>HHA</b>- to initiate &amp; maintain short conversation about familiar events using preferred medium of communication.</p>	<p><b>L</b> - To take part in shared activities. To communicate intentionally &amp; spontaneously through facial expression/ gesture/emerging vocalisation.</p> <p><b>M</b> - To use a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings.</p> <p><b>H</b> - To begin to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone'.</p> <p><b>HHA</b>-to use a vocab of over 50 Words.</p>	<p><b>L</b> - To being to explore objects as tactile cues to events or activities.</p> <p><b>M</b> - To demonstrate that they have an emerging awareness of object names. They use the same word/ sound/gesture/ symbol for a particular object.</p> <p><b>H</b> - To take part in simple 2 -way conversations.</p> <p><b>HHA</b>-to use prepositions such as 'in' / 'on'.</p>	<p><b>L</b> - To link objects/sounds to events e.g. swimsuit- swimming.</p> <p><b>M</b> - To combine single words / signs/ or symbols to communicate meaning to a range of listeners.</p> <p><b>H</b> - Pupil uses a vocabulary of over 50 words.</p> <p><b>HHA</b>- to combine 3 words/signs/symbols to communicate meaning if a familiar situation.</p>	<p><b>L</b> - To share &amp; explore activity with someone for more for 5 minutes or longer</p> <p><b>M</b> - Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.</p> <p><b>H</b> - They make attempts to repair misunderstanding without changing the words used.</p> <p><b>HHA</b>- use some pronouns my/ it/ he/ she when retelling an event or story.</p>
Green Classes Listening	<p><b>L</b> - To direct communication towards adult to gain attention, e.g. by vocalising or reaching or making eye contact.</p> <p><b>M</b> -to remember learnt responses over more extended periods of time.</p> <p><b>H</b> - Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. 'Where is the ball?', 'What are you doing?'</p> <p><b>HHA</b>-to respond appropriately to questions about familiar or immediate events or experiences. They follow requests and instructions containing at least two key words, signs or symbols.</p>	<p><b>L</b> - To be able to make choices and will request preferred activity, e.g. by vocalising or reaching or making eye contact.</p> <p><b>M</b> - To demonstrate understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts</p> <p><b>H</b> - To demonstrate understanding of 50 single words/ signs/ symbols for familiar objects in a range of contexts.</p> <p><b>HHA</b>- Pupil follows instructions containing at least two key words, signs or symbols, e.g. 'Put the spoon in the dish', 'Give the book to Johnny.'</p>	<p><b>L</b> - To participate in shared activities sustaining concentration for short periods of time. To explore materials in increasingly complex ways.</p> <p><b>M</b>- Can respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'.</p> <p><b>H</b> - To listen &amp; respond to familiar rhymes &amp; songs, may join in with words or actions.</p> <p><b>HHA</b>- to respond to a range of simple questions from familiar adult.</p>	<p><b>L</b> - To begin to link some objects as tactile cues to events or activities.</p> <p><b>M</b> - To understand some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc.</p> <p><b>H</b> -to be able to select objects by function, e.g. when presented with an apple and a hat, pupil can indicate through preferred method of communication the apple when asked, 'Show me what you eat.'</p> <p><b>HHA</b>-. Is able to follow simple context embedded instructions given to a small group.</p>	<p><b>L</b> - To remember learnt responses over more extended periods of time.</p> <p><b>M</b> - To listen and respond to familiar rhymes and songs. They may participate by joining in with words or actions. Share &amp; explore activity with another for 5 minutes or more.</p> <p><b>H</b> - Pupil responds to requests containing at least two key words, signs or symbols, e.g. 'What would you like for a snack?'</p> <p><b>HHA</b>- to respond to others (VC or NVC) in group situation e.g. turn taking</p>	<p><b>L</b> - To anticipate events from sounds or tactile or visual cues demonstrating emerging response to objects of reference, e.g. swimming costume → swimming.</p> <p><b>M</b> - Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations, e.g., "Get your coat" or "Clap your hands"</p> <p><b>H</b> - To respond appropriately to simple questions such as 'Are you ready?', 'Is that your coat?'</p> <p>An appropriate response may be verbal or through sign, symbol or gesture.</p> <p><b>HHA</b>- in a small group can follow simple rules with minimal adult prompts.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Friends</b>	<b>Animals around the world</b>	<b>Old and New Toys</b>	<b>Teeth and Eating</b>	<b>Music maker</b>	<b>Making things move</b>
<b>Red Classes Speaking</b> L - P3ii/P4 M - P4/P5 H - P5/P6 HA- P6/P7	<p><b>L</b> -To communicate spontaneously &amp; intentionally through facial expression, gesture, emerging vocalisation.</p> <p><b>M</b> -To communicate by making representational sounds.</p> <p><b>H</b> - To initiate and maintain short conversations about familiar events using their preferred medium of communication</p> <p><b>HA:</b> To talk about present, past and future events using simple phrases and statements.</p>	<p><b>L</b> - To greet known people and ay initiate interactions with them.</p> <p><b>M</b> - To use between 10 and 10 single words, signs symbols for familiar objects.</p> <p><b>H</b> - Pupil can use prepositions such as 'in' or 'on'.</p> <p><b>HA:</b> to use regular plurals correctly.</p>	<p><b>L</b> - To remember learnt responses over more extended period of time.</p> <p><b>M</b> - Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone'.</p> <p><b>H</b> - To be able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation.</p> <p><b>HA:</b> To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either 1-1 or in small group,</p>	<p><b>L</b> - To share &amp; explore an activity with another person for more than 5 minutes.</p> <p><b>M</b> - To engage in simple two-way conversations.</p> <p><b>H</b> - To use some pronouns, such as 'my', 'it', 'he/she', when retelling an event or a familiar story.</p> <p><b>HA:</b> to use the conjunction, 'and' when retelling an event or a familiar story to link ideas or add new information beyond what is asked.</p>	<p><b>L</b> - To use a repertoire of between 10 -50 word.</p> <p><b>M</b> - Pupil uses a vocabulary of over 50 words.</p> <p><b>H</b> - To start to ask simple questions.</p> <p><b>HA:</b> To be able to convey information to the listener by adding new information beyond what is asked.</p>	<p><b>L</b> - To demonstrate that they have an emerging awareness of object name.</p> <p><b>M</b> - They make attempts to repair misunderstanding without changing the words used.</p> <p><b>H</b> - To initiate and maintain short conversations using their preferred medium of communication.</p> <p><b>HA:</b> To communicate ideas about present, past and future events and experiences, using simple phrases and statements.</p>
<b>Red Classes Listening</b> L - P3ii/P4 M - P4/P5 H - P6 HA- P7	<p><b>L</b> - To communicate spontaneously &amp; intentionally through facial expression, gesture or emerging vocalisation.</p> <p><b>M</b> - To respond appropriately to simple requests.</p> <p><b>H</b> - To respond appropriately to a range of simple questions asked by a familiar adult.</p> <p><b>HA:</b> to attend and respond to questions from familiar adults about recent experiences and events.</p>	<p><b>L</b> - To greet known people and may initiate interactions &amp; activities with them.</p> <p><b>M</b> - To follow instructions containing at least two key words, signs or symbols.</p> <p><b>H</b> - To follow instructions with 3 key words, signs or symbols given on an individual basis.</p> <p><b>HA:</b> to follow instructions with four key words or symbols.</p>	<p><b>L</b> -to understand some simple verbs and adjectives related to their own experience of the world.</p> <p><b>M</b> - To be able to select objects by function.</p> <p><b>H</b> - To be able to follow simple context embedded instructions given to a small group.</p> <p><b>HA:</b> To be able to respond to a request with four key words or symbols.</p>	<p><b>L</b> - To listen and respond to familiar rhymes and songs. They may participate by joining in with words or actions.</p> <p><b>M</b> - To responds to requests containing at least two key words, signs or symbols.</p> <p><b>H</b> - To be able to respond (using either verbal or nonverbal communication) to others in group situation.</p> <p><b>HA:</b> To listen, attend to and follow a story for short stretches of time, then answer simple questions about the story/ drawing a picture with minimum support.</p>	<p><b>L</b> - To demonstrates understanding of 50 single words, signs or symbols for familiar objects in a range of contexts.</p> <p><b>M</b> - To respond appropriately to simple questions.</p> <p><b>H</b> - In a small group to follow simple rules with minimal adult prompts.</p> <p><b>HA:</b> to attend to and respond to questions from their peers about recent experiences and events.</p>	<p><b>L</b> - To combine two key ideas or concepts.</p> <p><b>M</b> - To respond appropriately to questions about familiar or immediate events or experiences.</p> <p><b>H</b> - To respond to others in group situations. They follow requests and instructions with three key words, signs or symbols.</p> <p><b>HA:</b> To follow requests and instructions with four key words, signs or symbols.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Children around the World	Snow and ice	Vikings	Homes - animals and their habitats	Recycling and changing	Dinosaurs
Blue Classes Speaking L - P4/P5 M - P6/7 H - P7/P8 HA - POS1	<p><b>L</b> - To use a repertoire of between 10 and 50 words, signs and symbols to communicate about feelings &amp; events.</p> <p><b>M</b> - To initiate and maintain short conversation about familiar events.</p> <p><b>H</b> - To use the conjunction 'and' when retelling an event or familiar story to link ideas or add new info beyond what is asked.</p> <p><b>HA:</b> To talk about present past events, and future plans with greater accuracy.</p>	<p><b>L</b> - To imitate or repeat single words, signs or symbols. May mimic phrases.</p> <p><b>M</b> -Pupil can use prepositions such as 'in' or 'on'.</p> <p><b>H</b> - To be able to convey information to the listener by adding new information beyond what is asked.</p> <p><b>HA:</b> To be able to refer out of context to past events.</p>	<p><b>L</b> - To use the same word/sound/ gesture for a particular object.</p> <p><b>M</b> - To be able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation.</p> <p><b>H</b> - To link up to 3 key words signs r symbols to communicate appropriately simple ideas to others.</p> <p><b>HA:</b> Produce speech that is clear and easy to understand, with only a few immaturities e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends e.g. 'sc' instead of 'scr'.</p>	<p><b>L</b> - To combine single words, signs or symbols meaning to a range of listeners.</p> <p><b>M</b> - To use some pronouns-my/it/he/she, when retelling an event or familiar story.</p> <p><b>H</b> - To take part in role play with confidence.</p> <p><b>HA:</b> Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p>	<p><b>L</b> - To attempt to repair a misunderstanding without changing the word used.</p> <p><b>M</b> - To talk about present, past and future events using simple phrases and statements.</p> <p><b>H</b> - To be able to use a more extensive range of vocabulary to convey meaning to the listener.</p> <p><b>HA:</b> Ask questions to find out things using 'how' and 'why' when prompted e.g. 'Can you think of a 'why' question about this story?' - 'Why does Harry go to the island of the monsters?'</p>	<p><b>L</b> - To being to combine 2 key ideas of concepts in simple phrases.</p> <p><b>M</b> -To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either 1-1 or in small group.</p> <p><b>H</b> - To link up to four key words signs &amp; symbols and can use an extensive vocabulary to convey meaning to the listener.</p> <p><b>HA:</b> Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...'</p>
Blue Classes Listening L - P4/5 M - P6/7 H - P7/P8 HA - POS1	<p><b>L</b> - To demonstrate understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</p> <p><b>M</b> - To respond appropriately to a range of simple questions asked by a familiar adult.</p> <p><b>H</b> - To respond appropriately to questions about why or how.</p> <p><b>HA:</b> To be able to understand time concept words, e.g. yesterday/ tomorrow/first/last.</p>	<p><b>L</b> - To respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations.</p> <p><b>M</b> - To follow instructions with 3 key words, signs or symbols given on an individual basis.</p> <p><b>H</b> - To follow a range of instructions combining 2 elements.</p> <p><b>HA:</b> Maintain attention and participate in conversation and small groups providing there are minimal external distractions.</p>	<p><b>L</b> - To understand some simple verbs and adjectives related to their own experience of the world.</p> <p><b>M</b> - To be able to follow simple context embedded instructions given to a small group, e.g. 'It is playtime - put your coat on.'</p> <p><b>H</b> - To understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts.</p> <p><b>HA:</b> Attention and participation in larger groups is sustained for most of the activity</p>	<p><b>L</b> - To respond appropriately to questions about familiar or immediate events or experiences.</p> <p><b>M</b> - To attend to and respond to questions from familiar adults about recent experiences and events.</p> <p><b>H</b> - To listen to stories attentively for longer periods of time and is able to demonstrate understanding during role play and take part in with confidence.</p> <p><b>HA:</b> Imitate popular language e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'</p>	<p><b>L</b> - To follow instructions containing at least two key words, signs or symbols.</p> <p><b>M</b> - To follow instructions with four key words or symbols.</p> <p><b>H</b> - To understand time concept words-yesterday/ first/ last etc.</p> <p><b>HA:</b> Respond to points of interest when listening to contributions of others e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'</p>	<p><b>L</b> - Pupil is able to select objects by function, e.g. 'Show me what you eat,'-when shown hat &amp; apple.</p> <p><b>M</b> - To respond to a request with four key words or symbols.</p> <p><b>H</b> - To take part in role play with confidence.</p> <p><b>HA:</b> to begin to show regular verb ending when using past tense 'ed.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes	Seasons	Circus	Life Cycles	Under the Sea	Out & About
<b>Orange Classes Speaking</b> L - P5/P6 M - P7/P8 H - P8 HA - POS1	<b>L</b> - To combine single words, signs or symbols to communicate meaning to a range of listeners. <b>M</b> - To talk about present, past and future events using simple phrases and statements. <b>H</b> - To be able to use possessives, e.g. 'Emma's book.' <b>HA:</b> To talk in simple grammatical form about matters of immediate interest to familiar individuals.	<b>L</b> - To attempt to repair misunderstandings without changing the words used. <b>M</b> - To use regular plurals correctly. <b>H</b> - To be able to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group. <b>HA:</b> To convey simple meaning to small groups with some adult support-taking turns and listening to other suggestions.	<b>L</b> - To begin to combine 2 key ideas or concepts in simple phrases. <b>M</b> - To link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either one-to-one or in small group. <b>H</b> - To use conjunctions that suggest cause, e.g. 'cos' to link ideas. <b>HA:</b> To use a wider range of connectives and time related-e.g. then next soon -	<b>L</b> - To initiate and maintain short conversations about familiar events using their preferred medium of communication <b>M</b> - To talk about present, past events and future plans with greater accuracy. <b>H</b> - To be able to use some connective -and/ because/ when. <b>HA:</b> To use some descriptive language to describe similarities.	<b>L</b> - To be able to use prepositions such as 'in' or 'on'. <b>M</b> - To be able to refer out of context to past events. <b>H</b> - To link up to four key words etc. and can use an extensive vocabulary to convey meaning to the listener. <b>HA:</b> to talk in a range of settings providing some detail with minimum support.	<b>L</b> - To be able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation. <b>M</b> - To begin to show regular verb endings when using past tense '-ed'. <b>H</b> - To demonstrate understanding of a familiar story by recalling and retelling main points in the story. <b>HA:</b> To start to understand to use different language with adults than peers.
<b>Orange Classes Listening</b> L - P5/P6 M - P7/P8 H - P8 HA - POS1	<b>L</b> - To follow instructions with 3 key words, signs or symbols given on an individual basis <b>M</b> - To attend to and respond to questions from familiar adults about recent experiences and events. <b>H</b> - To listen to stories attentively for longer periods of time. <b>HA:</b> To be able to respond to generic instructions given in familiar situations.	<b>L</b> - To be able to follow simple context embedded instructions given to a small group. <b>M</b> - To follow instructions with four key words or symbols. <b>H</b> - To be able to demonstrate understanding during role play which he/she takes part in with confidence. <b>HA:</b> to maintain attention & listen to the speaker in a small group activity with some support.	<b>L</b> - To be able to select objects by function <b>M</b> - To be able to respond to a request with four key words or symbols. <b>H</b> - To understand time concept words, e.g. yesterday/ tomorrow, first/last. <b>HA:</b> To listen to a story and give appropriate response when asked a question about a book being read in group session.	<b>L</b> - To follow instructions containing at least two key words, signs or symbols. <b>M</b> - To respond appropriately to questions about why or how. <b>H</b> - To understand straightforward, direct comments in some familiar situations and usually demonstrates this understanding through appropriate responses. <b>HA:</b> to being to take turns in conversation listening to others to enter on cue.	<b>L</b> - To respond appropriately to a range of simple questions asked by a familiar adult. <b>M</b> - To follow a range of instructions combining 2 elements. <b>H</b> - To understand and respond to the rules and routines of the classroom when talking or answering questions. <b>HA:</b> To listen to others and usually respond appropriately in a range	<b>L</b> - To follow instructions containing at least three key words, signs or symbols. <b>M</b> - To understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts <b>H</b> - To indicate to speaker when they do not understand something. <b>HA:</b> To develop prediction skills to show understanding of stories.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Ourselves</b>	<b>Food</b>	<b>Animals</b>	<b>Transport</b>	<b>Growing things</b>	<b>Parks and playgrounds</b>
Purple classes Speaking L: P4 M:P5 H: P6/7	L: To use between 10 and 50 single words, signs and symbols to communicate about events and feelings. M: To combine single words, signs or symbols to communicate meaning to a range of listeners. H: To start & maintain short conversations about familiar events using their preferred medium of communication.	L: To imitate/ repeat single words, signs or symbols. May mimic phrases, e.g. 'all-gone', 'bye-bye.' M: To attempt to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression. H: To use prepositions such as 'in' or 'on'.	L: To demonstrate that they have an emerging awareness of object names. They use the same word/ sound/gesture/ symbol for a particular object. M: To begin to combine 2 key ideas or concepts in simple phrases, e.g. 'ball gone'. H: To combine 3 words/ signs/symbols to communicate meaning in a familiar situation.	L: To communicate by making representational sounds, e.g. makes animal noises or machine sounds. M: To engages in simple two-way conversations. H: To talk about present, past and future events -simple phrases & statements, e.g. 'We going cinema on Friday.'	L: To use between 10 and 50 single words, signs and symbols for familiar objects. M: To use a vocabulary of over 50 words. H: To link up to 3 key words, signs or symbols to communicate appropriately simple ideas: 1-1 or in group.	L: To repeat copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. M: To combine single words, signs or symbols to communicate meaning to a range of listeners. H: To use regular plurals correctly.
Purple classes Listening L:P4 M:P5 H:P6 HHA: P7/P8	L: To demonstrate understanding of their own name, objects, signs or symbols in everyday contexts. M: To respond to questions about familiar or immediate events or experiences. H: To respond to a range of simple questions from familiar adult. HHA: To attend to & respond to questions from familiar adults about recent experiences and events.	L: To demonstrate understanding of the names of familiar people, objects, signs or symbols in everyday contexts. M: To follow instructions containing at least two key words, signs or symbols. H: To follow simple context embedded instructions given by familiar adult. HHA: To follow instructions with four key words or symbols.	L: To respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down' M: Pupil is able to select objects by function. H: To follow instructions containing at least 3 key words, signs or symbols. HHA: To respond to a request with four key words or symbols.	L: To understand some simple verbs/ adjectives related to their own experience of the world e.g. drink, eat, dirty. M: To respond appropriately to simple questions. H: To follow simple context embedded instructions given to a small group. HHA: To listen, attend, & follow a story for short stretches of time.	L: To listen and respond to familiar rhymes and songs. They may participate by joining in with words or actions. M: To respond to requests with at least 2 key words etc. H: To attend to and respond to questions from their peers about recent experiences and events, e.g. 'Where is the big bike?'	L: Pupil demonstrates understanding of 50 single words, signs or symbols for familiar objects in a range of contexts. M: To respond to questions about future or immediate events or experiences. H: To follow simple rules in a small group with minimal adult prompts. HHA: To respond appropriately to why/ how questions.
Topic	<b>Different Destinations</b>	<b>World Festivals</b>	<b>Children in Time</b>	<b>Artistic London</b>	<b>Pharaohs, Sphinx and Pyramids</b>	<b>Moving on</b>
Purple classes Speaking L - P6/P7 M - P7 H- P8 HA - POS1	L - To initiate and maintain short conversations about familiar events using preferred means of communication. M - To talk about present, past events and future plans with greater accuracy. H - Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...' HA-Imitate popular language correctly and appropriately.	L - To use prepositions such as 'in' or 'on'. M -To begin to show regular verb endings when using past tense '-ed' H - Use language to talk through a series of steps for example for simple problem solving HA- Able to ask questions, listen to replies, adapt responses and use relevant vocabulary.	L - To be able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas. M - To be able to link up to 4 key words, signs or symbols to communicate appropriately simple ideas. H - Able to initiate a conversation with a class visitor by using prepared questions HA- Use language consistently to express likes and dislikes e.g. 'I don't like using sticky clay.'	L - To use some pronouns, such as 'my', 'it', 'he/she'. M - To be able to use some connectives, e.g. 'and', 'because', and 'when.' H - Able to use appropriate tenses and word order e.g. HA: Be aware when they haven't understood something and be able to say for example 'I don't understand' (with no further elaboration).	L To talk about present, past and future events using simple phrases and statements. M - To talk in simple grammatical form about matters of immediate interest to familiar individuals and groups. H - Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds HA- Able to ask questions, listen to replies, adapt responses and use relevant vocabulary.	L - To use regular plurals correctly. M - To communicate ideas about present, past and future events and experiences, using simple phrases and statements. H - Able to join sentences using 'and' e.g. 'I went shopping and I bought some apples.' HA-To be able to describe, explain and give narratives in response to a range of situations.
Purple classes Listening L - P6/P7 M - P7 H - P8 HA - POS1	L - To attend to and respond to questions from familiar adults about recent experiences and events. M - To be able to respond appropriately to questions about why or how. H -to listen & respond to language used to talk about creative and imaginative settings/ideas. HA-Respond to points of interest with some detail when listening to contributions of others	L - To follow instruction with 3 key words or symbols. M - To follow a range of instructions combining 2 elements. H - Able to say words accurately with 3 syllables or less after hearing them said. HA: Remember their words and speak clearly in short presentations, performances and role play	L - To take turns with minimal adult prompts. M - To respond to a request with four key words or symbols, e.g. 'Can you show me your favourite book?' H - Able to listen to use of appropriate tenses and word order and indicate any errors. HA-Attention and participation in larger group conversations is sustained for ALL of the activity.	L - To listen, attend to and follow a story for short stretches of time, & show by answering simple questions / drawing a picture with minimum support. M - To be able to understand time concept words, e.g. yesterday/ tomorrow, first/last. H -Listen to others so they know when their part is in short presentations, /performances. HA-Respond to points of interest in more detail when listening to contributions of other	L -to attend to & respond to questions from their peers about familiar/recent events. M -to be able to maintain 7 listen to the speaker in a small group with adult support. H - Able to listen & respond to list of group objects and to suggest possible category names e.g. apple/pear → fruit HA- Recognise when a message is not clear and be able to provide some information about why.	L - To respond to a request with four key words or symbols. M -Pupil understands and responds to the rules and routines of the classroom when talking or answering questions. H -To listen & respond to language giving a series of steps, for example for simple problem solving. HA- Understand complex 2-3 part instructions.