

Speaking & Listening CURRICULUM MAPS - Year 1 of 2

(Key: F-Fiction N/F-Non-Fiction P-Poetry NC1Em-National Curriculum 1, Emerging NC1Ex-National Curriculum 1, Expected)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves	Clothes	Food	Homes & Buildings	Transport/Farm	Seaside
Yellow Classes Speaking L- P2i/2ii M-P3 H-P4	<p>L -Pupil responds to familiar people demonstrating this through consistent responses. They follow a familiar object by eye tracking.</p> <p>M - Pupil directs communication towards adult to gain attention and for physical contact.</p> <p>H- Pupil 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>L- Pupil interacts with objects by reaching for and holding them.</p> <p>M - Pupil is able to make choices and will request preferred activity by vocalising or indicating towards preferred object.</p> <p>H - Pupil imitates or repeats single words, signs or symbols. May mimic phrases, e.g. 'all-gone', 'bye-bye.'</p>	<p>L- Pupil shows awareness of a new activity or experience. They may turn away or become animated, vocally or physically.</p> <p>M - Pupil participates in shared activities sustaining concentration for short periods of time,</p> <p>H - Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/gesture/ symbol for a particular object.</p>	<p>L - Pupil accepts 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>M - Pupil begins to explore objects as tactile cues to events or activities.</p> <p>H - Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.</p>	<p>Transport</p> <p>L - Pupil engages 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>M - Pupil explores materials in increasingly complex ways, e.g. they may manipulate or drop an object observing the results of their actions.</p> <p>H - Pupil uses between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit.</p> <p>Farm</p> <p>L - Pupil communicates 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>M - Pupil communicates spontaneously and intentionally through facial expression, gesture and emerging vocalisation.</p> <p>H- Pupils 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>L - Pupil begins to imitate actions such as clapping hands or banging on a table. They may smile in response to an adult smiling.</p> <p>M - Pupil greets known people and may initiate interactions and activities with them.</p> <p>H They use 50 single words, signs and symbols for familiar objects, for example, cup, biscuit, and to communicate about events and feelings, for example, likes and dislikes.</p>
Yellow Classes Listening L- P2i/2ii M-P3i/3ii H-P4	<p>L - Pupil begins to respond to familiar people, e.g. smiling or vocalising.</p> <p>M - Pupil directs communication towards adult to gain attention, e.g. by vocalising or reaching or making eye contact.</p> <p>H - Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</p>	<p>L - Pupil begins to interact consistently with objects, e.g. explores with fingers or hands.</p> <p>M - Pupil is able to make choices and will request preferred activity, e.g. by vocalising or reaching or making eye contact.</p> <p>H - Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'.</p>	<p>L - Pupil shows awareness of a new activity or experience, e.g. may turn away or become animated, vocally or physically.</p> <p>M- Pupil participates 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>H - Pupil understands some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc.</p>	<p>L - Pupil accepts 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>M - Pupil begins to link some objects as tactile cues to events or activities, e.g. cup for drink, spoon for dinner.</p> <p>H - Pupil listens and responds to familiar rhymes and songs. They may participate by joining in with words or actions.</p>	<p>Transport</p> <p>L - Pupil engages interactively exploring objects with an adult when partially prompted, e.g. reaching for an object or material exploring visually and/or physically.</p> <p>M - Pupil explores materials in increasingly complex ways, e.g. they may manipulate or drop an object observing the results of their actions.</p> <p>H - Pupil demonstrates 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>Farm</p> <p>L - Pupil recognises a familiar adult, object or activity, e.g. daily routine or staff member.</p> <p>M - Pupil communicates spontaneously and intentionally through facial expression or gesture or emerging vocalisation.</p> <p>H - Pupils 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 coat"</p>	<p>L-Pupil communicates simple choices, likes and dislikes through vocalisation and gesture e.g. when given a choice of two items, food and non-food consistently selects same item.</p> <p>M -Pupil greets known people and may initiate interactions and activities with them, e.g. pupil touches another person and gives them a book to indicate they would like a story or requests specific activity by activating a switch.</p> <p>H - Pupil listens and responds to familiar rhymes and songs. They may participate by joining in with words or actions.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	People Who Help Us	Transport	Woods & Wildlife	Growing Things	Mini Beasts	Oceans
Green Classes Speaking L – P2ii / P3i M – P3ii/P4 H – P5	<p>L – Pupil communicates 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>M – Pupil greets known people and may initiate interactions and activities with them, e.g. pupil smiles at head teacher and gestures towards a favourite toy to indicate that they wish to play with the toy.</p> <p>H – Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. ‘Mummy gone’ or ‘more drink.’</p>	<p>L – Pupil performs some actions by trial and improvement. Pupil may repeat an activity many times gradually improving on the outcome, e.g. keeps tapping a computer switch to gain the desired response.</p> <p>M – Pupil remembers learnt responses over more extended periods of time, e.g. they follow the sequence of a familiar daily routine such as milk time sitting appropriately and signing or saying thank you for their drink.</p> <p>H – Pupil attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression.</p>	<p>L – Pupil co-operates when sharing objects during give and take activities with a physical or verbal prompt, e.g. they are able to push a ball to another person when prompted to do so. They attend as the ball is returned to them.</p> <p>M – Pupil anticipates events from sounds and visual cues demonstrating emerging response to objects of reference, e.g. links a swimming costume with going swimming.</p> <p>H – Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. ‘dolly chair’, ‘ball gone’.</p>	<p>L – Pupil begins to imitate actions such as clapping hands or banging on a table. They may smile in response to an adult smiling.</p> <p>M – Pupil 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>H – Pupil engages in simple two-way conversations, e.g. when reading a picture book with an adult responds verbally, through signs or symbols to a very simple question about the picture.</p>	<p>L – Pupil is able to make choices and will request preferred activity by vocalising or indicating towards preferred object.</p> <p>M – Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/gesture/ symbol for a particular object.</p> <p>H – Pupil uses a vocabulary of over 50 words.</p>	<p>L – Pupil begins to explore objects as tactile cues to events or activities.</p> <p>M – Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.</p> <p>H – They make attempts to repair misunderstanding without changing the words used, for example, by repeating a word with a different intonation or facial expression. Pupils use a vocabulary of over 50 words.</p>
Green Classes Listening L – P3i / P3ii M – P4 H – P5	<p>L – Pupil directs communication towards adult to gain attention, e.g. by vocalising or reaching or making eye contact.</p> <p>M – Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</p> <p>H – Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. ‘Where is the ball?’, ‘What are you doing?’</p>	<p>L – Pupil is able to make choices and will request preferred activity, e.g. by vocalising or reaching or making eye contact.</p> <p>M – Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. ‘Sit down’.</p> <p>H – 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>L – Pupil participates 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>M– Pupil understands some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc.</p> <p>H – Pupil is 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>L – Pupil begins to link some objects as tactile cues to events or activities, e.g. cup for drink, spoon for dinner.</p> <p>M – Pupil listens and responds to familiar rhymes and songs. They may participate by joining in with words or actions.</p> <p>H – Pupil responds to requests containing at least two key words, signs or symbols, e.g. ‘What would you like for a snack?’</p>	<p>L – Pupil remembers learnt responses over more extended periods of time, e.g. they follow the sequence of a familiar daily routine such as break time, sitting appropriately and signing or saying thank you for their drink.</p> <p>M – Pupil demonstrates 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>H – Pupil responds appropriately to simple questions such as ‘Are you ready?’, ‘Is that your coat?’ An appropriate response may be verbal or through sign, symbol or gesture.</p>	<p>L – Pupil anticipates events from sounds or tactile or visual cues demonstrating emerging response to objects of reference, e.g. links a swimming costume with going swimming.</p> <p>M – Pupils 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</p> <p>H – Pupils 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>
Topic	Where Does Our Food Come From?	Weather	Florence Nightingale	Being Safe/ Road Safety	Ponds & Rivers	Castles & Fairy Tales
Red Classes Speaking L – P4 M – P5 H – P6 HA- P7	<p>L – Pupil 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>M – Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. ‘Mummy gone’ or ‘more drink.’</p> <p>H – Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication</p> <p>HA: Pupil talks about present, past and future events using simple phrases and statements, e.g. ‘We going cinema on Friday.’</p>	<p>L – Pupil imitates or repeats single words, signs or symbols. May mimic phrases, e.g. ‘all-gone’, ‘bye-bye.’</p> <p>M – Pupil attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression.</p> <p>H – Pupil can use prepositions such as ‘in’ or ‘on’.</p> <p>HA: Pupil uses regular plurals correctly.</p>	<p>L – Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/gesture/ symbol for a particular object.</p> <p>M – Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. ‘dolly chair’, ‘ball gone’.</p> <p>H – Pupil is able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation, e.g. ‘daddy sit chair.’</p> <p>HA: Pupil is able 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, e.g. ‘I want big chocolate muffin.’</p>	<p>L – Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.</p> <p>M – Pupil engages in simple two-way conversations, e.g. when reading a picture book with an adult responds verbally, through signs or symbols to a very simple question about the picture.</p> <p>H – Pupil uses some pronouns, such as ‘my’, ‘it’, ‘he/she’, when retelling an event or a familiar story, e.g. ‘It was the bears’ house.’</p> <p>HA: Pupil uses the conjunction, ‘and’ when retelling an event or a familiar story to link ideas or add new information beyond what is asked.</p>	<p>L – Pupil uses between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit.</p> <p>M – Pupil uses a vocabulary of over 50 words.</p> <p>H – Pupil starts to ask simple questions, such as ‘What’s that?’, ‘Where’s cat?’ Pupil infers a question by use of intonation, e.g. ‘Dog gone!’</p> <p>HA: Pupil is able to convey information to the listener by adding new information beyond what is asked.</p>	<p>L – Pupils repeat copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They use 50 single words, signs and symbols for familiar objects</p> <p>M – They make attempts to repair misunderstanding without changing the words used. Pupils use a vocabulary of over 50 words.</p> <p>H – Pupils initiate and maintain short conversations using their preferred medium of communication. They ask simple questions to obtain information.</p> <p>HA: They use regular plurals correctly. They communicate ideas about present, past and future events and experiences, using simple phrases and statements.</p>
Red Classes Listening L – P4 M – 5 H – P6 HA- P7	<p>L – Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</p> <p>M – Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. ‘Where is the ball?’, ‘What are you doing?’</p> <p>H – Pupil responds appropriately to a range of simple questions asked by a familiar adult.</p> <p>HA: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. ‘Where has the boy gone?’</p>	<p>L – Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. ‘Sit down’.</p> <p>M – 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>H – Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. ‘Give me the little red book.’</p> <p>HA: Pupil can follow instructions with four key words or symbols, e.g. ‘Get the big book about dinosaurs from the library.’</p>	<p>L – Pupil understands some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc.</p> <p>M – Pupil is able to select objects by function, e.g. when presented with an apple & a hat, pupil can indicate through preferred method of communication the apple when asked, ‘Show me what you eat.’</p> <p>H – Pupil is able to follow simple context embedded instructions given to a small group, e.g. ‘It is playtime – put your coat on.’</p> <p>HA: Pupil is able to respond to a request with four key words or symbols, e.g. ‘Can you show me your favourite book?’</p>	<p>L – Pupil listens and responds to familiar rhymes and songs. They may participate by joining in with words or actions.</p> <p>M – Pupil responds to requests containing at least two key words, signs or symbols, e.g. ‘What would you like for a snack?’</p> <p>H – Pupil is able to respond (using either verbal or nonverbal communication) to others in group situations, e.g. taking turns in a game.</p> <p>HA: Pupil can listen, attend to and follow a story for short stretches of time, demonstrating this by answering simple questions about the story or drawing a picture with minimum support.</p>	<p>L – Pupil demonstrates 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>M – Pupil responds appropriately to simple questions such as ‘Are you ready?’, ‘Is that your coat?’ An appropriate response may be verbal or through sign, symbol or gesture.</p> <p>H – In a small group pupil can follow simple rules with minimal adult prompts, e.g. can take turns when playing a familiar game involving turn taking.</p> <p>HA: Pupil can attend to and respond to questions from their peers about recent experiences and events, e.g. ‘Where is the big bike?’</p>	<p>L – Pupils combine two key ideas or concepts. Make attempts to repair misunderstanding without changing the words used. Uses a vocabulary of over 50 words.</p> <p>M – Pupils respond appropriately to questions about familiar or immediate events or experiences. Follows requests and instructions containing at least two key words, signs or symbols.</p> <p>H – Pupils respond to others in group situations. They follow requests and instructions with three key words, signs or symbols.</p> <p>HA: Pupils listen, attend to and follow stories for short stretches of time. They 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	Ealing, Where we live	Rockets	A Long Time Ago- Family	Fire of London	Treasure Island	Rainforests
Blue Classes Speaking L - P5 M - P6/7 H - P8 HA - NC1Em	L - Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'Mummy gone' or 'more drink.' M - Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication H - Pupil talks about present, past events and future plans with greater accuracy. Pupil can refer out of context to past events, e.g. 'Yesterday I stuck it on the paper.' HA: I can find things out by asking how and why questions.	L - Pupil attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression. M - Pupil can use prepositions such as 'in' or 'on'. H - Pupil begins to show regular verb endings when using past tense '-ed'. There is still over generalisation of irregular verbs, e.g. 'I runned.' Pupil can use possessives, e.g. 'Emma's book.' HA: I can use a sentence to tell someone when I am not happy.	L - Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone'. M - Pupil is able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation, e.g. 'daddy sit chair.' H - Pupil is able to link up to 4 key words, signs or symbols to communicate one-to- one and in a small group, e.g. 'The hairy giant shouted at Finn.' Pupil can use conjunctions that suggest cause, e.g. 'cos' to link ideas. HA: I can start stories using 'Once upon a time ...' or 'One day, ...'	L - Pupil engages in simple two-way conversations, e.g. when reading a picture book with an adult responds verbally, through signs or symbols to a very simple question about the picture. M - Pupil talks about present, past and future events using simple phrases and statements, e.g. 'We going cinema on Friday.' H - Pupil takes part in role play with confidence. HA: I can talk about the things I need to do so that I can complete a task.	L - Pupil uses a vocabulary of over 50 words. M - Pupil uses regular plurals correctly. H - Pupil is now able to use a more extensive range of vocabulary to convey meaning to the listener. HA: I can join sentences using 'and'.	L - Pupils combine two key ideas or concepts. 'Mummy gone' or 'more drink'. They make attempts to repair misunderstanding without changing the words used. M - Pupil is able 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, e.g. 'I want big red ball.' H - They link up to four key words etc. and can use an extensive vocabulary to convey meaning to the listener. HA: I can talk about what to do next in a task.
Blue Classes Listening L - P4/5 M - P6/7 H - P8 HA - NC1Em	L - Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts. M - Pupil responds appropriately to a range of simple questions asked by a familiar adult. H - Pupil is able to respond appropriately to questions about why or how, e.g. 'Why does a bird make a nest?' or 'How does the Jack-in-the box work?' HA: I can listen to the teacher in my classroom and ignore other people or noises.	L - Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'. M - Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.' H - Pupil follows a range of instructions combining 2 elements, e.g. 'Get a brush and mix the paint.' HA: I can listen carefully when I am in a group.	L - Pupil understands some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc. M - Pupil is able to follow simple context embedded instructions given to a small group, e.g. 'It is playtime – put your coat on.' H - Pupil can understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts. HA: I can listen to and respond to others about different topics.	L - Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. 'Where is the ball?', 'What are you doing?' M - Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone?' H - Pupil listens to stories attentively for longer periods of time and is able to demonstrate understanding during role play which he/she takes part in with confidence. HA: I can blend sounds out loud to make a short word. I can say the sounds I hear in a word.	L - 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.' M - Pupil can follow instructions with four key words or symbols, e.g. 'Get the big book about dinosaurs from the library.' H - Pupil is able to understand time concept words, e.g. yesterday/ tomorrow, first/last. HA: I know what someone is describing when they give me some clues. I can give clues about a word for someone to guess.	L - Pupil is 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.' M - Pupil is able to respond to a request with four key words or symbols, e.g. 'Can you show me your favourite book?' H - Pupils take part in role play with confidence. Pupils listen attentively. HA: I can understand instructions that tell me the order I have to do something.
Topic	Friends	Fantasy/Magic	Space/Vehicles	Flowers, Plants, Trees/Senses	Sport	Desert
Orange Classes Speaking L - P5/P6 M - P7/P8 H - P8/NC1Em HA - NC1Em/NC1Ex	L -Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'Mummy gone'. M -Pupil talks about present, past and future events using simple phrases and statements. H -Pupil is now able to use a more extensive range of vocabulary to convey meaning to the listener. HA - I can say words with up to 3 syllables clearly.	L - Pupil attempts to repair misunderstandings without changing the words used, e.g. same words + different intonation/facial expression. M -Pupil uses regular plurals correctly. H - Pupil takes part in role play with confidence. HA - I can speak clearly in presentations, performances and role plays when I have just got a bit to say.	L -Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. 'ball chair'. M -Pupil is able to convey information to the listener by adding new information beyond what is asked. H - Pupil can refer out of context to past events. HA - I can ask a class visitor questions that I have already thought of.	L - Pupil is able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation. M - Pupil is able to link up to 4 key words, signs or symbols to communicate one-to- one and in a small group. H - I can talk about the things I need to do so that I can complete a task. HA - I can give my own opinion and justify it.	L - Pupil uses some pronouns, such as 'my', 'it', 'he/she', when retelling an event or a familiar story, e.g. 'It was the bears' house.' M - Pupil talks about present, past events and future plans with greater accuracy. H - I can make a comment when talking to other people. HA - I can initiate and respond to comments.	L -Pupil starts to ask simple questions, such as 'What's that?', Pupil infers a question by use of intonation, e.g. 'Dog gone!' M - I can find things out by asking how and why questions. H - HA - I can ask questions, listen to replies and use relevant vocabulary.
Orange Classes Listening L - P5/P6 M - P7/P8 H - P8/NC1Em HA - NC1Em/NC1Ex	L - Pupil responds appropriately to where? What? questions about familiar or immediate events or experiences M - Pupil can attend to and respond to questions from familiar adults about recent experiences and events. H - When pupil does not understand he/she is able to indicate this to the speaker. HA - Maintain attention and participate in conversation and small groups providing there are minimal external distractions.	L - Pupil follows instructions containing at least two key words, signs or symbols. M - Pupil can follow instructions with four key words or symbols. H - Pupil demonstrates understanding of a familiar story by ordering three pictures in sequence. HA - Attention and participation in larger groups is sustained for most of the activity	L - Pupil is able to select objects by function. M - Pupil is able to respond to a request with four key words or symbols. H - Pupil can listen to questions asked by familiar people and shows this by giving additional details in the answer. HA - Respond to points of interest when listening to contributions of others.	L - Pupil responds appropriately to a range of simple questions asked by a familiar adult. M - Pupil understands simple,, direct comments in some familiar situations and usually shows understanding through appropriate responses. H - Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation HA - Understand 2-3 part instructions that may include time concepts may have first, next ...	L - Pupil follows instructions with 3 key words, signs or symbols given on an individual basis. M -Pupil understands and responds to the rules and routines of the classroom when talking or answering questions. H - Ask questions to find out things using 'how' and 'why' when prompted. HA - I can initiate and respond to comments.	L - Pupil is able to follow simple context embedded instructions given to a small group. M -Pupil is able to maintain attention and listen to the speaker in a small group activity with adult support in a familiar setting. H - Able to group and name members of categories and to suggest possible category names e.g. Rain, snow, sunshine- weather. HA - I can listen to and respond to others about different topics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Purple 1 Speaking L: P4 M: P5 H: P6/7	School L: Pupil uses a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings, e.g. likes and dislikes. M: Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'Mummy gone' or 'more drink.' H: Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication.	Shops L: Pupil imitates or repeats single words, signs or symbols. May mimic phrases, e.g. 'all-gone', 'bye-bye.' M: Pupil attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression. H: Pupil can use prepositions such as 'in' or 'on'.	Fruit & Vegetables L: Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/gesture/ symbol for a particular object. M: Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone'. H: Pupil is able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation, e.g. 'daddy sit chair.'	Hospital & Dentist L: Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds. M: Pupil engages in simple two-way conversations, e.g. when reading a picture book with an adult responds verbally, through signs or symbols to a very simple question about the picture. H: Pupil talks about present, past and future events using simple phrases and statements, e.g. 'We going cinema on Friday.'	Animals L: Pupil uses between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit. M: Pupil uses a vocabulary of over 50 words. H: Pupil is able 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.	Seaside L: Pupils repeat copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They use 50 single words, signs and symbols for familiar objects. M: They combine single words, signs or symbols to communicate meaning to a range of listeners. They make attempts to repair misunderstanding without changing the words used. H: Pupil uses regular plurals correctly.
Purple 1 Listening L: P4 M: P5/P6 H: P7	L: Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts. M: Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. 'Where is the ball?', 'What are you doing?' H: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'	L: Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'. M: 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.' H: Pupil can follow instructions with four key words or symbols, e.g. 'Get the big book about dinosaurs from the library.'	L: Pupil understands some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc. M: Pupil is 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.' H: Pupil is able to respond to a request with four key words or symbols, e.g. 'Can you show me your favourite book?'	L: Pupil listens and responds to familiar rhymes and songs. They may participate by joining in with words or actions. M: Pupil responds appropriately to a range of simple questions asked by a familiar adult. H: Pupil can listen, attend to and follow a story for short stretches of time, demonstrating this by answering simple questions about the story or drawing a picture with minimum support.	L: Pupil demonstrates 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. M: Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.' H: Pupil can attend to and respond to questions from their peers about recent experiences and events, e.g. 'Where is the big bike?'	L: Pupils demonstrate an understanding of at least 50 words, + names of familiar objects. Respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations M: Pupil is able to follow simple context embedded instructions given to a small group, e.g. 'It is playtime – put your coat on.' H: Pupils listen, attend to and follow stories for short stretches of time. They follow requests and instructions with four key words etc. They attend to & respond to questions from adults and their peers about experiences, events & stories.
Topic Purple 2, 3 & 4 Speaking L – P6 M – P7 H – P8/POS1Em HA: POS1Ex	London life L – Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication M – Pupil talks about present, past and future events using simple phrases and statements, e.g. 'We going cinema on Friday.' H – Pupil talks about present, past events and future plans with greater accuracy. Pupil can refer out of context to past events, e.g. 'Yesterday I stuck it on the paper.' HA: I can ask questions, listen to replies and use relevant vocabulary.	Lighten up L – Pupil can use prepositions such as 'in' or 'on'. M – Pupil uses regular plurals correctly. H – Pupil begins to show regular verb endings when using past tense '-ed'. There is still over generalisation of irregular verbs, e.g. 'I runned.' HA: I can give my own opinion and justify it	Kings and Queens L – Pupil is able to combine 3 words/ signs/symbols to communicate meaning in a familiar situation, e.g. 'daddy sit chair.' M – Pupil is able 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, e.g. 'I want big chocolate muffin.' H – Pupil is able to link up to 4 key words, signs or symbols to communicate one-to- one and in a small group. Pupil can use conjunctions that suggest cause, e.g. 'cos' to link ideas. HA: I can remember words & speak clearly in short presentations, performance.	Painters' Palette L – Pupil uses some pronouns, such as 'my', 'it', 'he/she', when retelling an event or a familiar story, e.g. 'It was the bears' house.' M – Pupil uses the conjunction, 'and' when retelling an event or a familiar story to link ideas or add new information beyond what is asked H – Pupil talks in simple grammatical form about matters of immediate interest to familiar individuals. HA: I can remember words & speak clearly in short, role play, improvisations	Life at Sea L – Pupil starts to ask simple questions, such as 'What's that?', 'Where's cat?' Pupil infers a question by use of intonation, e.g. 'Dog gone!' M – Pupil is able to convey information to the listener by adding new information beyond what is asked. H – I can make sentences about what is happening now, what has happened and what will happen. HA: I can remember words & speak clearly in short debates	Exploration L – <i>They can use prepositions, such as 'in' or 'on' and pronouns such as 'my' or 'it' correctly.</i> M – They use regular plurals correctly. They communicate ideas about present, past and future events and experiences, using simple phrases and statements. H – I can find things out by asking how and why questions. HA: I can initiate and respond to comments
Purple 2, 3 & 4 Listening L – P6 M – P7/8 P8/POS1Em HA: POS1Ex	L – Pupil responds appropriately to a range of simple questions asked by a familiar adult. M – Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone?' H – Pupil listens to stories attentively for longer periods of time and is able to demonstrate understanding during role play which he/she takes part in with confidence. HA: I can listen to and respond to others about different topics.	L – Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.' M – Pupil can follow instructions with four key words or symbols, e.g. 'Get the big book about dinosaurs from the library.' H – Pupil is able to understand time concept words, e.g. yesterday/ tomorrow, first/last. HA: I know what someone is describing when they give me some clues. I can give clues about a word for someone to guess.	L – Pupil is able to follow simple context embedded instructions given to a small group, e.g. 'It is playtime – put your coat on.' M – Pupil is able to respond to a request with four key words or symbols, e.g. 'Can you show me your favourite book?' H – Pupil understands straightforward, direct comments in some familiar situations and usually demonstrates this understanding through appropriate responses. HA: I can understand instructions that tell me the order I have to do something.	L – Pupil is able to respond (using either verbal or nonverbal communication) to others in group situations, e.g. taking turns in a game. M – Pupil is able to respond appropriately to questions about why or how. H – Pupil understands and responds to the rules and routines of the classroom when talking or answering questions. HA: I can listen carefully in a group and take turns in a discussion for longer periods of time.	L – In a small group pupil can follow simple rules with minimal adult prompts, e.g. can take turns when playing a familiar game involving turn taking. M – Pupil follows a range of instructions combining 2 elements, e.g. 'Get a brush and mix the paint.' H – I can listen to the teacher in my classroom and ignore other people or noises. HA: I can understand long instructions where I have to do several different things.	L – Pupils respond to others in group situations. They follow requests and instructions with three key words, signs or symbols. M – Pupil can understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts. H – I can listen carefully when I am in a group. HA: I can tell someone when I don't understand something and why I didn't understand it.