

CALTON CURRICULUM - VOCABULARY PROGRESSION

	Playgroup	YR	Y1	Y2	Y3	Y4	Y5	Y6
Listening skills	<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue.</p> <p>Make eye contact for longer periods. Watch someone's face as they talk.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>Enjoy sharing books with an adult.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p>	<p>To make improvements based on constructive feedback on their listening skills.</p>
Following Instructions	<p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities.</p>	<p>Listen and respond to simple instructions.</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To</p>	<p>To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional</p>	<p>To follow complex directions/multi-step instructions without the need for repetition.</p>		

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	<p>Try to copy adult speech and lip movements. Listen and respond to a simple instruction.</p> <p>Copy your gestures and words.</p> <p>Understand simple instructions like “give to nanny” or “stop”.</p> <p>Recognise and point to objects if asked about them.</p>			attempt to follow instructions before seeking assistance.	information to clarify instruction			
Speaking for a range of purpose	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To verbally recount experiences with some added interesting details</p>	<p>To organise what they want to say so that it has a clear purpose.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus</p>

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		narratives using their own words and recently introduced vocabulary						
Drama, performance and confidence	<p>Enjoy singing, music and toys that make sounds.</p> <p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Develop play around favourite stories using props.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Learn rhymes, poems and songs.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role)</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>