

Communication Curriculum

	Effective communication	Effective use of vocabulary
Year 1	<p>Whilst taking part in cooperative play and drama based activities:</p> <p>Interactions with others:</p> <ul style="list-style-type: none"> ● plan and tell a friend what they are going to do ● explain what they are doing ● share ideas ● take part in make believe play ● take part in basic problem solving ● consider others viewpoint ● respond to other's viewpoints ● use spoken language to develop understanding ● prepare and use questions to innate conversations <p>Whilst listening:</p> <ul style="list-style-type: none"> ● maintain two channelled attention across different situations with different people. ● listen and respond appropriately to adults and their peers. ● concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation. ● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. ● maintain attention and participate in conversation and small groups providing there are minimal external distractions. 	<p>To use topic vocabulary</p> <p>To sort things into groups and give each group a name.</p> <p>To know what someone is describing when they are given clues.</p> <p>To give clues about a word for them to guess.</p> <p>To use 'what like' (adjectives) in spoken sentences.</p> <p>To use 'how' words to describe verbs.</p> <p>To answer 'why' questions.</p> <p>To use the language of simple past and simple future tense.</p> <p>To sequence my actions using the pronoun I.</p>

Whilst performing:

- remember their words
- speak clearly
- speak in unison with others
- gain and maintain the interest of the listener(s)
- link actions to words
- to link moves together
- to change speed and direction
- explore the use of the voice in different ways such as speaking, singing and chanting
- discover how the voice can produce rhythm, dynamics and pitch
- play tuned and untuned instruments to match actions of words
- say what someone else has done well

<p>Year 2</p>	<p>Whilst taking part in drama, P4C and debate based activities:</p> <ul style="list-style-type: none"> ● taking an active part in role play ● explain what is happening and why whilst role playing ● describe how and why characters are feeling ● predict what next in acted scenarios ● act out different solutions to scenarios ● keep to topic in a conversation ● listen to and discuss different viewpoints ● take turns to talk, listen and respond in two way conversations and groups ● select and use appropriate registers for effective communication <p>Whilst listening:</p> <ul style="list-style-type: none"> ● know the key points they need to focus on in order to answer a question ● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ● take turns to talk, listen and respond in two way conversations and groups <p>Whilst performing to others in presentations and performances::</p> <ul style="list-style-type: none"> ● vary voice dynamics accordingly ● speak clearly in unison with others ● develop use of actions ● to move to music ● to link a combination of movements together ● to use different levels within movements ● give an idea to improve the performance ● perform songs using creativity and expression and instruments to create a dramatic effect. 	<p>To use topic vocabulary in a sentence</p> <p>To tell someone when I don't understand a word and why I don't understand</p> <p>To talk about words that look or sound the same</p> <p>To talk about words that have the same meaning</p> <p>To know which words are appropriate to use with friends and other people</p> <p>To use how words to describe verbs in spoken sentences</p>
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<p>Year 3</p>	<p>Whilst taking part in drama, debate and P4C:</p> <ul style="list-style-type: none"> ● participate in group activities take turns listening carefully ● give my opinion and view with justification ● respond to the opinions of others ● ask relevant questions ● use words to describe how other people feel about the same thing ● use the language of I appreciate/ I understand when responding to others opinions ● justify predictions and use the language of ‘therefore’ and ‘as a result’ ● use adverbs such as, at last; eventually; suddenly; during, lastly; in the end when retelling or narrating ● use fortunately and unfortunately when retelling or narrating <p>Whilst listening:</p> <ul style="list-style-type: none"> ● listen to tricky information and find the important parts ● understand why I must follow an adult’s instructions and what the consequences are ● start a conversation with visitors or other pupils in my school ● say something about what other people think ● say whether I agree or disagree <p>Whilst performing to others in presentations and performances:</p> <ul style="list-style-type: none"> ● take on group and sole parts ● speak audibly and fluently with increasing command of standard English ● exaggerate to make a story more interesting ● develop movement to convey meaning ● to complete a pattern of movements ● to move in different groups ● to move to the rhythm of the music ● to express part of a story through dance ● sing in tune ● perform simple melodic and rhythmic parts ● to watch back my own performance and identify next steps 	<p>To use new topic vocabulary in my answers</p> <p>To use polite language when talking to others</p> <p>To use a wide range of compound conjunctions to join sentences</p>
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<p>Year 4</p>	<p>Whilst taking part in drama, debate and P4C:</p> <ul style="list-style-type: none"> ● give contrasting opinions ● use the language of however I think differently because ● use the language of ‘most reasonable people would agree...because...when discussing my opinion’ ● use the language of ‘due to the fact that, as a result of and the outcome will be’ when discussing predictions ● discuss cause and effect ● use the language of ‘in the beginning, on the other hand and to conclude’ when retelling ● use the language of ‘in addition, however, therefore and after a while’ when sequencing ● to tell exciting stories with good vocabulary and a clear plot ● ask a series of questions to have a conversation ● take an active role in group activities <p>Whilst listening:</p> <ul style="list-style-type: none"> ● To listen to information and know the important parts and comment on it ● To work out what happens next even when the teacher hasn’t told me ● To take different roles during a group discussion (leader, note taker) ● To sustain a conversation on a given topic <p>Whilst performing to others in presentations and performances:</p> <ul style="list-style-type: none"> ● use more formal language ● engage with the audience ● maintain eye contact ● use intonation to express ● to link music to different styles of dance ● to perform a dance using a range of movement patterns ● perform simple melodic and rhythmic parts with awareness of others ● to evaluate my own and others performances 	<p>To apply topic vocabulary</p> <p>To tell someone when I cannot remember the right word to use. E.G. What do we call the ghost again? Is it a spectator or spectre?</p> <p>To understand popular expression for people my age and when it’s appropriate to use them</p> <p>To use fronted adverbials to increase the grammatical complexity of a sentences</p>
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<p>Year 5</p>	<p>Whilst taking part in drama, debate and P4C:</p> <ul style="list-style-type: none"> ● use complex sentences whilst explaining ● use the language of ‘therefore, in my opinion and I believe, others might believe and because’ to persuade ● use the language ‘if, then, might, or, X has happened, therefore, I think, when discussing predictions ● use the language of ‘subsequently’, ‘with hindsight’, ‘in the event that’ when retelling ● use the language of meanwhile whilst sequencing and retelling ● to tell stories with a subplot ● select and use appropriate registers, such as, we were not we was ● ask a variety of follow up questions to find out more about the initial answer/information given ● rephrase when a listener doesn’t understand <p>Whilst listening:</p> <ul style="list-style-type: none"> ● listen to complex information and know the important parts and respond to it ● maintain attention and participate actively ● To ask questions and make helpful comments to keep a conversation going ● To listen carefully to others and politely agree or disagree with them <p>Whilst performing to others in presentations and performances:</p> <ul style="list-style-type: none"> ● engage with the audience ● modify body language and facial expressions to match emotion and action ● create patterns of movement linked to different styles of music ● to sing in a round (canon) using instruments ● create songs with an understanding of the relationship between lyrics and melody ● to adapt performance based on feedback 	<p>To use topic vocabulary accurately in my spoken answers and written work E.G. Everything is made up of atoms like solids, liquids and gases</p> <p>To talk using standard English when appropriate (I did)</p> <p>To use complex sentences, including, conjunctions, to present my ideas logically</p>
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<p>Year 6</p>	<p>Whilst taking part in drama, debate and P4C:</p> <ul style="list-style-type: none"> ● use the language of ‘I concur, consequently, based on fact, because of my beliefs, after consideration, these facts lead me to conclude’ to discuss and agree something ● use the language of probability when discussing predictions ● negotiate an agreement explaining options and outcomes ● use the language of ‘in summary’ and ‘the consequences of’ when retelling ● use the language of ‘initially’ whilst sequencing and retelling ● use idioms when describing ● tell stories with a subplot, lots of details and varied vocabulary ● understand and use different types of questions for clarity ● use sophisticated questions to help conversations flow ● understand the use of sarcasm <p>Whilst listening:</p> <ul style="list-style-type: none"> ● listen to information from different people and compare different points of view ● recognise when someone does not mean exactly what they say ● share my opinion with other people and listen and respond to what they think <p>Whilst performing to others in presentations and performances:</p> <ul style="list-style-type: none"> ● engage the audience with humour ● refine body language and facial expressions to match emotion and action ● improvise whilst acting ● improvise during dance ● to create dances/movements which includes different styles of dance ● to dance/move in different group sizes ● sing alone and in a group, displaying a variety of techniques ● sing a harmony part confidently and accurately. ● to critically analyse performances 	<p>To use academic vocabulary when talking about my work. For example: I had to co-operate really hard to get my work done.</p> <p>To choose vocabulary appropriately in formal or informal situations</p> <p>To use varied and interesting vocabulary to extend sentences in a variety of situations (complex sentence structure)</p>
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