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| CL Speaking  | Caterpillars C:\Users\teacher\AppData\Local\Microsoft\Windows\INetCache\IE\NZQHEH3N\TJ-Openclipart-86-circles-caterpillar-legless-7-11-16-final[1].png | Adult input and strategies  | Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “participate in small group, class and 1:1 discussions, offering ideas and using recently introduced vocabulary” | Listen when others talk - adult or peers – and respond  | 1:1 conversations using verve principles (consider background noise)Small group turntaking conversation times Model and encourage good manners  | Tune into spoken language (EAL consideration) How to give attention when someone speaks How to sustain listening during group times - expected body stillness and looking at person who is speaking etc Build vocabulary and try out new words once context is modelled Confidence to voice own opinions and ideas How to structure simple sentences  | Respond to others in conversation with appropriate response expressing own opinion “I like…” etc but not shouting over others  |
| Recall vocabulary for everyday objects and items  | Adults model vocabulary of everyday objects and resources - games such as whats in the bag getting increasing more complex Adults introduce new vocab and model it  | Retain and apply wider range of vocabulary  |
| Take part in 1:1 and small group times when turntaking in talking is expected - begin to link 2 or 3 wordsRepeat modelled phrases | Adults expect /encourage engagement in focussed times Praise for pupils engagement at group time, snacktime etc Build up social daily language - adult model language  | Be able to express own point of view or ideas in a group  |
| Child shows awareness of turntaking in interaction – face watching, responding with simple words, gestures, actions | Adult uses clear language and ensures child’s focus is on them to listen and respond Adult to model “thinking out loud” processes  | Use talk as a tool for organising ideas and thoughts  |
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|  | Caterpillars  | Adult input and strategies  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “offer explanations for why things might happen, making use of recently introduced vocabulary”  | Comment on events as they happen eg tower falls down  | Adults give opportunities and clear model of language which child can repeat and extend  | How to give attention when someone speaks Close observation of actions /eventsConfidence to speak out – using adult modelled phrases or their own   | Watch and comment on events using 4-6 word sentences or phrases  |
| Build bank of vocabulary known using stories, objects, songs and rhymes etc  | 1:1 story sessionsSmall group story sessions Nursery rhyme singing Vocabulary building teaching eg what’s in the bag type games Storytelling Story maps  | Apply vocabulary and knowledge of sentence structures when talking through what has happened.Use stories as a means of discussion “what could happen next?” etc  |
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| Working towards  | Caterpillars  | Adult input and strategies - How are we supporting progress ?  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “express their ideas and feelings using full sentences, including tenses and conjunctions, with support from an adult” | Take part in 1:1 and small group times when turntaking in talking is expected - begin to link 2 or 3 wordsRepeat modelled phrases  | Adults expect /encourage engagement in focussed times Praise for pupils engagement at group time, snacktime etc Build up social daily language - adult model language  | Anticipating daily routine Sense of belonging to our class Ability to recall and apply vocabulary Confidence to speak to others Understanding of turntaking in conversation Developing vocabulary of feelings  | Apply vocabulary and knowledge of sentence structures when talking about own feelings or ideas – 4-6 word sentences expected . |
| Start to say how they are feeling using talk and actions  | Adult uses co-regulation as a way to name feelings  | Talk about feelings using correct vocab - own or others |
| Begin to add descriptive vocabulary to nouns  | Adults to model – repeat back noun and add additional vocab eg “car” “fast car” | Begin to use past tense and connectives in their language  |