

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
WHOLE SCHOOL VALUES and WEEKLY REFLECTION THEME	<p>CONTRIBUTE</p> <ol style="list-style-type: none"> 1. Making a good first impression 2. Ready to Learn 3. Mind Your Manners 4. Be included 5. Play your part; do your bit. 6. Talents- everybody's got one. 7. All different, all equal 	<p>RESPECT</p> <ol style="list-style-type: none"> 1. It's good to be me 2. Celebrating Peace 3. Thomas Buxton is a Bully Free Zone 4. Honesty is the best policy 5. Peer Pressure, do it your way 6. Do as you would be done by. How should we treat others? 7. Goodbye - Another year older and wiser! 	<p>ENJOY</p> <ol style="list-style-type: none"> 1. New Year's Resolutions 2. Be happy on purpose 3. Enjoy your learning 4. Accentuate the positive, eliminate the negative. 5. Thomas Buxton is a Bully Free Zone 6. Calm Down! Ways to keep your cool. 	<p>ASPIRE</p> <ol style="list-style-type: none"> 1. I have a dream. 2. You have brains in your head and feet in your shoes. 3. Spring has sprung! Turning over a new leaf. 4. I am special – 10 fascinating facts about me. 5. You're never too young to change the world. 6. Making friends and keeping friends 	<p>TEAM WORK</p> <ol style="list-style-type: none"> 1. TEAM –Together Everyone Achieves More 2. Do as you would be done by. How should we treat others? 3. No Man is an island 4. Resolving conflict – falling out and making up 5. Think Before You Speak 	<p>ENQUIRE</p> <ol style="list-style-type: none"> 1. But why? Questions it's ok to ask. 2. Forgiveness 3. Curiouser and Curiouser 4. Take a closer look 5. Worry 6. Sorry 7. Goodbye and thank you. Moving on.

**Spoken Language
Curriculum Map**

NURSERY	<p>Range 4</p> <p>Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating</p> <p>Uses a variety of questions (e.g. what, where, who)</p> <p>Uses longer sentences (e.g. Mummy gonna work)</p> <p>Beginning to use word endings (e.g. going, cats)</p>	<p>Range 5</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>	<p>Range 5</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. 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**Spoken Language
Curriculum Map**

	Range 5	Range 6	Range 6	Range 6	Range 6	ELG
RECEPTION	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; -</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>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

YEAR 1	<p>Listen and respond to adults and their peers</p> <p>Ask questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate opinions</p> <p>Give descriptions, narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate in collaborative conversations</p> <p>Speak audibly</p> <p>Participate in discussions, performances, role play, improvisations</p>
YEAR 2	<p>Listen and respond to adults and their peers</p> <p>Ask questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate arguments and opinions</p> <p>Give descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate in collaborative conversations, staying on topic and initiating comments</p> <p>Consider different viewpoints, and build on the contributions of others</p> <p>Speak audibly</p> <p>Participate in discussions, performances, role play, improvisations</p>

YEAR 3	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate in collaborative conversations, staying on topic and initiating comments Consider different viewpoints, and build on the contributions of others Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain the interest of the listener(s)</p>
YEAR 4	<p>Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Consider and evaluate different viewpoints, attending to and building on the contributions of others Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain and maintain the interest of the listener</p>
YEAR 5	<p>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.</p>



Thomas Buxton Primary School

Spoken Language Curriculum Map

YEAR 6

listen and respond appropriately to adults and their peers
ask relevant questions to extend their understanding and knowledge
use relevant strategies to build their vocabulary
articulate and justify answers, arguments and opinions
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
speak audibly and fluently with an increasing command of Standard English
participate in discussions, presentations, performances, role play, improvisations and debates
gain, maintain and monitor the interest of the listener(s)
consider and evaluate different viewpoints, attending to and building on the contributions of others
select and use appropriate registers for effective communication.