



# Boyne Hill Infant and Nursery School - Curriculum Outline Plans

Excite - Inform - Engage - Challenge - Inspire

## SPOKEN LANGUAGE

### Communication and Language

- Consistent use of visuals for all pupils. These enable them to feel more secure and to understand the routines. It also supports those who have limited language or who are not yet ready to speak.
- Developing relationships through nurture and support - child to adults and child to child.
- Adults to use their skills to assess, scaffold, model and engage in sustained shared thinking (SST) and identify potential needs in a child's ability to communicate in both their expressive and receptive language.
- Support pupils to express their needs, ultimately to be confident to 'use their words' in all situations and this can take a great deal of adult support as the children learn the skills of self-regulation.
- Provide a language rich environment where pupils experience language that challenges, enriches, explains and gives them communication skills that will last them a lifetime.

| Term       | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|------------|--|--|---|--|---|--|
| <b>FS1</b> | <ul style="list-style-type: none"> <li>• Singing favourite songs and chants.</li> <li>• Poetry Basket Autumn selection.</li> <li>• Encouraging pupils to speak to staff and peers.</li> <li>• Talking about likes and dislikes.</li> </ul> | <ul style="list-style-type: none"> <li>• Singing favourite songs and chants.</li> <li>• Poetry Basket Autumn selection.</li> <li>• Extending vocabulary, introducing descriptive words linked to fireworks, colours and patterns.</li> <li>• Talking in small groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Singing songs with props.</li> <li>• Poetry Basket - Spring selection.</li> <li>• Using repetitive story language.</li> <li>• Nurturing 'child chat'.</li> <li>• Making predictions.</li> <li>• Talking about routines.</li> </ul> | <ul style="list-style-type: none"> <li>• Reproducing songs in individual ways.</li> <li>• Poetry Basket - Spring selection.</li> <li>• Singing songs to accompany traditional tales.</li> <li>• Retell/re-enact simple and familiar stories.</li> <li>• Introduce new topic vocabulary.</li> <li>• Small group turn - taking games.</li> </ul> | <ul style="list-style-type: none"> <li>• Discovering voice sounds.</li> <li>• Poetry Basket - Summer selection.</li> <li>• Themed texts and non-fiction books.</li> <li>• Responding to instructions and directions.</li> <li>• Introduce new topic vocabulary.</li> <li>• Speaking in-front of the group.</li> </ul> | <ul style="list-style-type: none"> <li>• Singing songs for pleasure.</li> <li>• Poetry Basket - Summer selection.</li> <li>• Introduce new topic vocabulary.</li> <li>• Sharing ideas and speaking in a larger group.</li> <li>• Making up oral narratives.</li> <li>• Talking about how we feel – transitions.</li> </ul> |
| <b>FS2</b> | <ul style="list-style-type: none"> <li>• Singing a repertoire of songs.</li> <li>• Poetry Basket - Autumn selection.</li> <li>• Introducing new topic related vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>• Making up simple songs.</li> <li>• Poetry Basket - Autumn selection.</li> <li>• Introducing new topic related vocabulary.</li> </ul>  | <ul style="list-style-type: none"> <li>• Singing songs from different cultures.</li> <li>• Poetry Basket - Spring selection.</li> <li>• Introducing new topic related vocabulary.</li> </ul>  | <ul style="list-style-type: none"> <li>• Singing Spring and Easter songs.</li> <li>• Poetry Basket - Spring selection.</li> <li>• Introducing new topic related vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>• Merging elements of familiar songs with improvised singing.</li> <li>• Poetry Basket - Summer selection.</li> <li>• Introducing new topic related vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>• Creating vocal sounds.</li> <li>• Performing songs to an audience.</li> <li>• Poetry Basket - Summer selection.</li> <li>• Introducing new topic related vocabulary.</li> </ul>   |

In Key Stage 1, topic related new vocabulary is displayed and shared with pupils. Spoken language is also developed through daily class discussions, small group and paired work as well as through guided reading activities.

**\*Subject to change of term**

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| <p><b>YR 1</b></p> | <ul style="list-style-type: none"> <li>• Learn to listen and respond appropriately to adults and their peers.</li> <li>• Learn to ask relevant questions to extend their understanding and knowledge.</li> <li>• Participate in presentations.</li> </ul> <p><b>Show and Tell</b></p> <ul style="list-style-type: none"> <li>• Introduce object</li> <li>• Show a favourite toy or other special item to the listening group</li> <li>• Tell the listeners about it in a logical order</li> <li>• Explain why the item is special to you</li> <li>• Answer questions from the listeners</li> </ul> | <ul style="list-style-type: none"> <li>• Learn to listen and respond appropriately to adults and their peers.</li> <li>• Learn to ask relevant questions to extend their understanding and knowledge.</li> <li>• Participate in presentations and performances.</li> </ul> <p><b>Show and Tell</b></p> <ul style="list-style-type: none"> <li>• Introduce object</li> <li>• Show a favourite toy or other special item to the listening group</li> <li>• Tell the listeners about it in a logical order</li> <li>• Explain why the item is special to you</li> <li>• Answer questions from the listeners</li> </ul> <p><b>Perform in the Nativity Play</b></p> | <ul style="list-style-type: none"> <li>• Learn the skills of speaking audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in presentations.</li> </ul> <p><b>Recital</b></p> <ul style="list-style-type: none"> <li>• Choose a poem or rhyme of suitable length</li> <li>• Learn it by heart</li> <li>• Practise speaking it aloud to listeners, saying the title and author (if known) first</li> <li>• Use expression</li> <li>• Show enjoyment</li> <li>• Performer to listen to and receive feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Learn the skills of speaking audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in presentations and performances.</li> </ul> <p><b>Recital</b></p> <ul style="list-style-type: none"> <li>• Choose a poem or rhyme of suitable length</li> <li>• Learn it by heart</li> <li>• Practise speaking it aloud to listeners, saying the title and author (if known) first</li> <li>• Use expression</li> <li>• Show enjoyment</li> <li>• Performer to listen to and receive feedback</li> </ul> <p><b>*Perform Bible story in Class Assembly</b></p> | <ul style="list-style-type: none"> <li>• Build on the skills of speaking audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in presentations.</li> </ul> <p><b>Reading aloud a short passage</b></p> <ul style="list-style-type: none"> <li>• Tell the listeners the title and author of the book</li> <li>• Hold the book up firmly to read</li> <li>• Read clearly so that you can be heard</li> <li>• Show understanding of the sense</li> <li>• Show interest by use of expression</li> <li>• Performer to listen to and receive feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Build on the skills of speaking audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in presentations.</li> </ul> <p><b>Reading aloud a short passage</b></p> <ul style="list-style-type: none"> <li>• Tell the listeners the title and author of the book</li> <li>• Hold the book up firmly to read</li> <li>• Read clearly so that you can be heard</li> <li>• Show understanding of the sense</li> <li>• Show interest by use of expression</li> <li>• Performer to listen to and receive feedback</li> </ul> |
| <p><b>YR 2</b></p> | <ul style="list-style-type: none"> <li>• Learn to articulate and justify answers and opinions.</li> <li>• Learn to give well-structured descriptions, and explanations for different purposes, including for expressing feelings.</li> </ul>   | <ul style="list-style-type: none"> <li>• Learn to articulate and justify answers and opinions.</li> <li>• Learn to give well-structured descriptions, and explanations for different purposes, including for expressing feelings.</li> <li>• Participate in presentations and performances.</li> </ul>   | <ul style="list-style-type: none"> <li>• Learn to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Participate in presentations and performances.</li> </ul>  | <ul style="list-style-type: none"> <li>• Learn to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Participate in presentations and performances.</li> </ul>  | <ul style="list-style-type: none"> <li>• Learn to gain, maintain and monitor the interest of the listener(s).</li> </ul>  | <ul style="list-style-type: none"> <li>• Learn to gain, maintain and monitor the interest of the listener(s).</li> <li>• Participate in presentations and performances.</li> </ul>  |

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|  | <p><b><u>Show and Tell</u></b></p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Talk about it in a logical order</li> <li>• Speak audibly and clearly</li> <li>• Add sufficient detail to maintain interest</li> <li>• Conclude the presentation</li> <li>• Answer questions from the listeners</li> <li>• Listeners to ask a range of questions in full sentences</li> </ul> | <p><b><u>Show and Tell</u></b></p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Talk about it in a logical order</li> <li>• Speak audibly and clearly</li> <li>• Add sufficient detail to maintain interest</li> <li>• Conclude the presentation</li> <li>• Answer questions from the listeners</li> <li>• Listeners to ask a range of questions in full sentences</li> </ul> <p><b>Perform Bible story in Class Assembly</b></p> <p><b>Perform in Christmas concert</b></p> | <p><b><u>Recital</u></b></p> <ul style="list-style-type: none"> <li>• Choose a poem or rhyme of suitable but challenging length</li> <li>• Learn it by heart</li> <li>• Practise speaking it aloud to listeners, saying the title and author (if known) first</li> <li>• Show understanding of sense</li> <li>• Use expression</li> <li>• Show enjoyment</li> <li>• Performer to listen to and receive feedback</li> <li>• Listeners to give constructive feedback in full sentences</li> </ul> <p><b>Perform Bible story in Class Assembly</b></p> | <p><b><u>Recital</u></b></p> <ul style="list-style-type: none"> <li>• Choose a poem or rhyme of suitable but challenging length</li> <li>• Learn it by heart</li> <li>• Practise speaking it aloud to listeners, saying the title and author (if known) first</li> <li>• Show understanding of sense</li> <li>• Use expression</li> <li>• Show enjoyment</li> <li>• Performer to listen to and receive feedback</li> <li>• Listeners to give constructive feedback in full sentences</li> </ul> | <p><b><u>Reading aloud a chapter or short story</u></b></p> <ul style="list-style-type: none"> <li>• Tell the listener the title and author (and illustrator)</li> <li>• Hold the book up firmly to read</li> <li>• Read clearly so that you can be heard</li> <li>• Show understanding of the sense</li> <li>• Show interest by use of expression</li> <li>• Performer to listen to and receive feedback</li> <li>• Listeners to give constructive feedback in full sentences</li> </ul> | <p><b><u>Reading aloud a chapter or short story</u></b></p> <ul style="list-style-type: none"> <li>• Tell the listener the title and author (and illustrator)</li> <li>• Hold the book up firmly to read</li> <li>• Read clearly so that you can be heard</li> <li>• Show understanding of the sense</li> <li>• Show interest by use of expression</li> <li>• Performer to listen to and receive feedback</li> <li>• Listeners to give constructive feedback in full sentences</li> </ul> <p><b>Perform in Leavers' Assembly</b></p> |
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