

Curriculum Goal: Communicate in a two way conversation

Working towards curriculum ambition: To listen and attend to what others are saying, to express my needs, feelings and thoughts and engage in a two way conversation with others.

- I can respond to my name
- I can use makaton to say simple phrase e.g hello, please, thank you
- I can listen to other people's talk with interest, but can be easily distracted by other things
- I can start a conversation, often jumping from topic to topic.
- I can respond to simple instructions
- I can understand simple questions about 'who', 'what' and 'where'
- I can use a wider range of vocabulary
- I can listen to familiar song and repeat some words or phrases
- I can listen to longer stories and can remember much of what happens.
- I can begin to pay attention to more than one thing at a time
- I can listen to others 1:1
- I can understand a question
- I can understand a two part instruction
- I can use longer sentences of four to six words.
- I can express a point of view
- I can use makaton signs related to the routines
- I can debate when I disagree with an adult or a friend, using words as well as actions.
- I can start a conversation with an adult or a friend and continue it for many turns.
- I can use talk to organise my thoughts and my play
- I can listen to others in small groups
- I can listen to others in a whole class setting
- I can understand how to listen carefully and why listening is important
- I can talk about my home environment

Things adults can do:

- Encourage children to listen to their friends and take turns in play and activities.
- Cue children, particularly those with communication difficulties, to listen by first using their name, and signal a change of conversation, e.g. Now we are going to talk about...
- Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done
- Give children plenty of processing time to reply to a question
- Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.
- Introduce and repeat new words in a range of contexts and encourage children to use them in their own talk
- Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions
- Value children's contributions and use them to inform and shape the direction of discussions.
- Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate.
- Listen to language and conversation that emerge through play, particularly play that is led by the child.
- Ensure that children learning English as an additional language have opportunities to

- I can talk about things I see, hear and smell
- I can understand verbal and non verbal clues
- I can express myself with both verbally and non verbally
- I can use social phrases e.g. "Good morning, how are you ?"
- I can recognise what a question is
- I can articulate my ideas and thoughts in well formed sentences.
- I can express a need.
- I can talk about my feelings and emotions e.g sad, happy
- I can interpret my feelings using Zones of regulation
- I can use key vocabulary to express myself
- I can use makaton sign to support retelling stories, poems or instructions
- I can talk to an adult with confidence
- I can talk to a peer with confidence
- I can talk about experiences from outside school
- I can recognise emotions in myself and others
- I can ask for support when needed
- I begin to self regulate my emotions using zones of regulation
- I can show patience and understanding that my feelings and wants are not always met.
- I can take turns in a conversation

express themselves in their home language some of the time.

- Use conversation with children to extend their vocabulary to help them talk about their observations and to ask questions.
- Use individual, small group, and large group discussion to regularly engage children in explaining work in progress.

Links to Statutory Framework:

CL

- ***Listening, attention and understanding***
- ***Speaking***

PSED

- ***Self regulation***
- ***Building relationships***