



Woolgrove Curriculum Skills and Knowledge

Area of the Curriculum –

Communication and Language

Reception – Includes Listening, attention and Understanding and Speaking

Year 1 – Speaking and Listening

	Skills	Knowledge
EYFS	<p>Personalised teaching of skills and knowledge according to individuals’ prior learning, achievements and next steps.</p> <p>To be able to attend to sounds, another person talking and activities.</p> <p>To develop listening skills in one to one and group situations.</p> <p>To learn the skills to respond to others eg, turning head when called, giving items to someone else and answering.</p> <p>To be able to point.</p> <p>To develop skills to be able to move their mouth and tongue to make sounds.</p> <p>To develop the skills to form words and copy words.</p> <p>Develops physical skills to be able to coordinate movements to copy actions / signs.</p>	<p>To know their own name.</p> <p>To know how to be quiet.</p> <p>To know single words.</p> <p>To know how to respond to simple questions, who, what, where, when?</p> <p>To know how to make vocal sounds.</p> <p>To know how to follow body language such as pointing.</p> <p>To know how to request.</p> <p>Knows how to ask questions, who, when, what, why?</p> <p>To know how to join words together to convey meaning</p>
Pre-Formal	<p>Personalised teaching of skills and knowledge according to individuals’ prior learning, achievements and next steps.</p> <p>Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, Social and Emotional Development) the Life skills and Sensory curriculum.</p>	
Semi-Formal 1	<p>Personalised teaching of skills and knowledge according to individuals’ prior learning, achievements and next steps.</p> <p>Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, Social and Emotional Development) the Life skills and Sensory curriculum</p>	
Semi- Formal 2	<p>Personalised teaching of skills and knowledge according to individuals’ prior learning, achievements and next steps.</p> <p>To develop the skill to shift attention</p> <p>To develop listening skills in group situations.</p> <p>To develop the skill to recall information.</p> <p>To develop imaginative skills to pretend with props and to act out familiar stories / roles related to real life experiences.</p>	<p>To know simple concepts, fast, slow, hot, cold, good, bad.</p> <p>To know language to be able to share feelings, experiences and thoughts.</p> <p>To know how to ask a variety of questions.</p> <p>To know how to follow directions (if not intently focused)</p> <p>To know prepositions.</p> <p>To know how to use a range of tenses when communicating.</p>



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Formal	<p>Personalised teaching of skills and knowledge according to individuals' prior learning, achievements and next steps.</p> <p>To develop listening skills to be able to attend in a variety of situations including listening to a story without props or pictures.</p> <p>To develop retelling skills</p> <p>To develop prediction skills to be able to say what might happen next.</p> <p>To develop questioning skills to be able to ask why things happened and give explanations.</p> <p>To develop the skill to be able to talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>To develop imaginative skills to be able to recreate roles i and introduce storylines into their play</p> <p>To have the skill to learn new vocabulary and then use it when communicating.</p> <p>To have developed listening skills to be able to respond with relevant comments and actions</p> <p>To have the skills to hold a conversation.</p>	<p>To know a range of vocabulary.</p> <p>To know how to use complex sentences to link thoughts – using because, and</p> <p>To know how to respond to complex instructions containing more elements.</p> <p>To know plurals, negatives and tenses when communicating.</p> <p>To know how to participate in discussions and offer their own ideas.</p> <p>To know how to ask questions to clarify understanding</p>
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