

Speaking and listening medium-term plan - Gruffalo

Story: Night Pirates

Main topic focus: Food and Farming

Main skills to acquire:

Year 1 targets:

- Speak in simple sentences.
- Remember, tell you what was heard or do what was said
- Talk about and describe my imaginary ideas.
- Add description to words and use within sentences (year 1)

EYFS targets:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- 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.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

week	Teaching	Practising
1	<p>Remember, tell you what was heard or do what was said (Year 1) Listen attentively and respond to what they hear with relevant questions, comments and action (EYFS) Introduce the concept of remembering what was said through a game of Simon Says. Discuss how do we play this game, what do we need to do to play it properly? Start with simple action and progress to multiple actions.</p>	<p>Building block challenge: Give children a set of block, (same number and colours give verbal instructions for building a tower. Story time with actions: read a simple story and incorporate actionable instructions related to the story e.g. "can you pretend to be a sleepy bear?" Drawing instruction: give two-step instructions for drawing a simple picture "draw a big circle then draw a small dot inside</p>
2	<p>Speak in simple sentences (Year 1) Express their ideas and feelings about their experiences using full sentences (EYFS) Action charades: Show children an action card and ask the children to say what is happening. Encourage children to answer in sentences, modelling where necessary.</p>	<p>Picture descriptions: point to a picture and ask questions about it. Children to talk about the picture speaking in sentences. Building blocks story: provide children with a small selection of lego blocks. As children to describe what they are building. Story retell: Read a story then provide children with basic props/finger puppets and ask children to retell the story.</p>
3	<p>Add description to words and use within sentences (year 1) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (EYFS) Have a selection of natural objects. Encourage observation and exploration. Ask children to describe the objects. Revisit speaking in sentences while also using adjectives.</p>	<p>Picture cards: show the picture cards one by one. For each picture ask what words can we use to describe this animal? Adjective Flashcards: Read the caption with missing adjective. Ask children to add the missing adjectives. Sensory exploration: With scented playdough. Encourage children to describe the playdough - how does it feel? What colour is it? Encourage children to use the adjectives in a sentence - the playdough is soft and squishy.</p>
4	<p>Talk about and describe my imaginary ideas (Year 1) Adult to model by asking chn to draw the different steps to create a drawing e.g. flower, without saying they are going to draw a flower. Discuss talking about our own ideas in our head rather than something we can see. We have to communicate our thoughts to others</p>	<p>Imagination jar: Ask children what are some things that you can imagine? Encourage them to call out ideas. Record the ideas the children have and store them within the imagination Jar. Picture Prompts: display an interesting picture and ask open ending questions about it. What do you think the creature does? where does it live? Drawing: set a timer dfor children to draw anything that comes to their mind. When finished ask children to talk about it.</p>
5	<p>Assessment Week</p>	

6	Transition week	
7	Celebration week	