

COMMUNICATION AND INTERACTION – Long Term Plan – 2024-2025

<p><b>At Priory School, Communication and Interaction underpins all learning and experiences.</b>                  Our Intent is that all children should have the means and opportunity to communicate effectively                  We implement through curriculum, relationships, assessment and everyday routine                  We see the impact of this work through improvement in cognition and learning, mental health and wellbeing and preparation for the future</p>						
<p><b>All children in KS2 work on the same topics during Communication and Interaction sessions.</b>                  These topics are adapted and scaffolded according to the need of the class.                  All students need to work on these targets and have Communication as a target on their EHCP                  Children can be identified as ‘Communication Champions’ and be able to support other children during activities</p>						
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Key Stage 2 Games</b>	<b>Attention and Listening</b> Taking turns Following commands Listening and responding	<b>Expressive Language</b> Using phrases and instructions Use words to describe Give descriptions Using -ing	<b>Understanding and auditory memory</b> Matching objects Instructions Verbs Nouns Recalling words	<b>Problem solving and verbal reasoning</b> Understanding familiar sequences Answer questions Accurately order pictures	<b>Vocabulary development</b> Vocabulary for objects Categorising objects Linking words to concepts	<b>Social communication</b> Social greetings Waiting turns Answering questions Role playing familiar situations
	Physical Oracy Objectives		Physical Oracy Objectives		Physical Oracy Objectives	
<b>Key Stage 2 Oracy</b>	<ul style="list-style-type: none"> <li>To speak audibly so they can be heard and understood</li> <li>To use gestures to support meaning in play</li> </ul>		<ul style="list-style-type: none"> <li>To use the appropriate tone of voice in the right context. To speak clearly and confidently in a range of contexts</li> </ul>		<ul style="list-style-type: none"> <li>To start to use gesture to support the delivery of ideas</li> </ul>	
	Linguistic Oracy Objectives		Linguistic Oracy Objectives		Linguistic Oracy Objectives	
	<ul style="list-style-type: none"> <li>To use talk in play to practice new vocabulary</li> <li>To join phrases with words such as ‘if’, ‘because’ ‘so’ ‘could’ ‘but’</li> </ul>		<ul style="list-style-type: none"> <li>To use vocabulary specific to the topic</li> <li>To take opportunities to try out new language, even if not always used correctly.</li> <li>To use sentence stems to link to other’s ideas in group discussion.</li> </ul>		<ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> <li>To use sentence stems to signal when they are building on or challenging others’ ideas.</li> </ul>	
	Cognitive Oracy Objectives		Cognitive Oracy Objectives		Cognitive Oracy Objectives	
<ul style="list-style-type: none"> <li>To use ‘because’ to develop their ideas</li> <li>To make relevant contributions and asks questions To describe events that have happened to them in detail</li> </ul>		<ul style="list-style-type: none"> <li>To offer reasons for their opinions</li> <li>To recognise when they haven’t understood</li> <li>To disagree with someone else’s opinion.</li> <li>To explain events in chronological order.</li> </ul>		<ul style="list-style-type: none"> <li>To ask questions to find out more</li> <li>To build on others’ ideas in discussions.</li> <li>To make connections between what has been said and their own and others’ experiences.</li> </ul>		

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		Social and Emotional Oracy Objectives	Social and Emotional Oracy Objectives	Social and Emotional Oracy Objectives
		<ul style="list-style-type: none"> <li>To look at someone who is speaking to them</li> <li>To take turns to speak when working in a group</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others and is willing to change their mind based on what they have heard</li> <li>To organise group discussions independently of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>To start to develop an awareness of audience</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>
<b>KS3 Curriculum</b>				
		<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>KS3 Talkabout Sessions</b>	<b>Yr 7/8 Mixed (Talkabout)</b>	<b>Developing self-awareness and self esteem</b> <ul style="list-style-type: none"> <li>This is me (5 lessons)</li> <li>People in my life (2 lessons)</li> <li>The way I look (6 lessons)</li> </ul>	<b>Developing self-awareness and self esteem</b> <ul style="list-style-type: none"> <li>What am I like? (6 lessons)</li> <li>My qualities and strengths (6 lessons)</li> </ul>	<b>Developing self-awareness &amp; self esteem</b> <ul style="list-style-type: none"> <li>Things that make me feel good (4 lessons)</li> <li>The way I feel (5 lessons)</li> <li>I am great! (3 lessons)</li> </ul>
	<b>Yr 7/8 Mixed (Talkabout)</b>	<b>Developing friendship skills</b> <ul style="list-style-type: none"> <li>What is a friend (3 lessons)</li> <li>Friendly Behaviour (6 lessons)</li> <li>Choosing a friend (6 lessons)</li> </ul>	<b>Developing friendship skills</b> <ul style="list-style-type: none"> <li>Starting out (7 lessons)</li> <li>Being a good friend (4 lessons)</li> </ul>	<b>Developing friendship skills</b> <ul style="list-style-type: none"> <li>Being a good friend (6 lessons)</li> <li>Coping with problems (8)</li> </ul>
	<b>Year 9 (Talkabout)</b>	<b>Developing social skills – Body language</b> <ul style="list-style-type: none"> <li>Talking body languages</li> <li>Talking faces</li> <li>Talking bodies</li> <li>Talking space</li> </ul>	<b>Developing social skills – Talking</b> <ul style="list-style-type: none"> <li>Talkabout talking</li> <li>Talkabout speaking</li> <li>Talkabout listening</li> <li>Talkabout beginnings</li> <li>Talkabout taking turns</li> <li>Talkabout endings</li> </ul>	<b>Developing social skills - assertiveness</b> <ul style="list-style-type: none"> <li>Saying something</li> <li>Saying what I think</li> <li>Saying how I feel</li> <li>Saying no</li> <li>Saying sorry</li> <li>Saying something nice</li> </ul>

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KS3 Communication and Oracy Sessions	<b>Yr 7/8 Mixed (Games and Oracy)</b>	Physical Oracy Objectives	Physical Oracy Objectives	Physical Oracy Objectives
		<ul style="list-style-type: none"> <li>To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them</li> </ul>	<ul style="list-style-type: none"> <li>Deliberately varies tone of voice in order to convey meaning.</li> <li>Considers position and posture when addressing an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.</li> </ul>
		Linguistic Oracy Objectives	Linguistic Oracy Objectives	Linguistic Oracy Objectives
		<ul style="list-style-type: none"> <li>To adapt how they speak in different situations according to audience.</li> <li>To use sentence stems to signal when they are building on or challenging others' ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use specialist language to describe their own and others' talk.</li> <li>To use specialist vocabulary.</li> <li>To make precise language choices</li> </ul>	<ul style="list-style-type: none"> <li>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk</li> </ul>
		Cognitive Oracy Objectives	Cognitive Oracy Objectives	Cognitive Oracy Objectives
		<ul style="list-style-type: none"> <li>To ask questions to find out more about a subject.</li> <li>To build on others' ideas in discussions.</li> <li>To make connections between what has been said and their own and others' experiences.</li> </ul>	<ul style="list-style-type: none"> <li>To offer opinions that aren't their own.</li> <li>To reflect on discussions and identify how to improve.</li> <li>To be able to summarise a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to give supporting evidence</li> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>
		Social and Emotional Oracy Objectives	Social and Emotional Oracy Objectives	Social and Emotional Oracy Objectives
		<ul style="list-style-type: none"> <li>To start to develop an awareness of audience</li> <li>To be aware of others who have not spoken and to invite them into discussion.</li> <li>Confident delivery of short pre-prepared material.</li> </ul>	<ul style="list-style-type: none"> <li>To adapt the content of their speech for a specific audience.</li> <li>To speak with confidence in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To be able to empathise with an audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>

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<p><b>Year 9</b> <b>(Games and Oracy)</b></p>	<p>Physical Oracy Objectives</p> <ul style="list-style-type: none"> <li>To consider movement when addressing an audience.</li> <li>To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.</li> </ul>	<p>Physical Oracy Objectives</p> <ul style="list-style-type: none"> <li>To project their voice to large audience.</li> <li>For gestures to become increasingly natural.</li> </ul>	<p>Physical Oracy Objectives</p> <ul style="list-style-type: none"> <li>To speak fluently in front of an audience.</li> <li>To have a stage presence.</li> <li>Consciously adapt tone, pace and volume of voice within a single situation.</li> </ul>
	<p>Linguistic Oracy Objectives</p> <ul style="list-style-type: none"> <li>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</li> </ul>	<p>Linguistic Oracy Objectives</p> <ul style="list-style-type: none"> <li>To use an increasingly sophisticated range of sentence stems with fluency and accuracy.</li> </ul>	<p>Linguistic Oracy Objectives</p> <ul style="list-style-type: none"> <li>To vary sentence structures and length for effect when speaking.</li> <li>To be comfortable using idiom and expressions.</li> </ul>
	<p>Cognitive Oracy Objectives</p> <ul style="list-style-type: none"> <li>To be able to give supporting evidence</li> <li>To ask probing questions.</li> <li>To reflect on their own oracy skills and identify areas of strength and areas to improve.</li> </ul>	<p>Cognitive Oracy Objectives</p> <ul style="list-style-type: none"> <li>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.</li> <li>To identify when a discussion is going off topic and to be able to bring it back on track</li> </ul>	<p>Cognitive Oracy Objectives</p> <ul style="list-style-type: none"> <li>To construct a detailed argument or complex narrative.</li> <li>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</li> </ul>
	<p>Social and Emotional Oracy Objectives</p> <ul style="list-style-type: none"> <li>To use more natural and subtle prompts for turn taking.</li> <li>To be able to empathise with an audience.</li> <li>To consider the impact of their words on others when giving feedback.</li> </ul>	<p>Social and Emotional Oracy Objectives</p> <ul style="list-style-type: none"> <li>Listening for extended periods of time.</li> <li>To speak with flair and passion.</li> </ul>	<p>Social and Emotional Oracy Objectives</p> <ul style="list-style-type: none"> <li>To use humour effectively.</li> <li>To be able to read a room or a group and take action accordingly</li> </ul>

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<b>KS4/KS5</b>	<p>In KS4/KS5 students do not have specific Communication and Interaction sessions during their timetable. This is covered within the English part of their timetable</p> <p>Students work towards accreditations in Speaking and Listening (City and Guilds/Asdan/OCR). These skills focus on everyday life skills which will support them in their adult lives.</p> <ul style="list-style-type: none"><li>• speaking and listening to provide information</li><li>• speaking and listening to obtain information</li><li>• speaking and listening in a conversation</li><li>• speaking and listening as part of a discussion</li></ul>
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