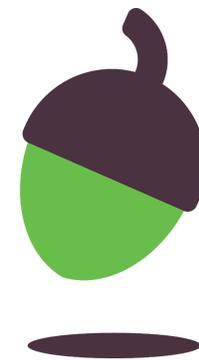


# Communication & Language Specialist

Curriculum plan 2020-21



**OAK**  
NATIONAL  
ACADEMY

# 1. Curriculum Principles

Communication and Language focuses on reading, writing, speaking and listening. Each unit begins with an introductory story to support the lesson content, followed by videos that demonstrate teaching techniques to support learning within the home context. You may find it useful to refer back to different 'how to' videos as you progress through the units.



## 2. Subject structure overview

Two levels are covered within Communication & Language: Building understanding (BU) and Applying learning (AL). Primary and Secondary are identified as separate lessons to ensure content is age appropriate.

Each of the 6 units contain 4 lessons; 2 videos and 2 resource packs. These lessons are designed to be repeated to support consolidation and generalisation of skills.

Unit number	Unit title	Length of unit	Level/phase covered
1	Changes / transitions	4 lessons	BU/AL Primary/Secondary
2	Celebrations and Festivals	4 lessons	BU/AL Primary/Secondary
3	Clothes and Fashion	4 lessons	BU/AL Primary/Secondary



4	Seasons	4 lessons	BU/AL Primary/Secondary
5	Our World	4 lessons	BU/AL Primary/Secondary
6	Holidays	4 lessons	BU/AL Primary/Secondary



### 3. Suggested sequence

The units can be used in any sequence to match with themes relating to schools' own topic cycles. Some videos are cross referenced within each unit to support consolidation and generalisation of skills.

We suggest that parents and schools work together to identify which aspects are most relevant to meet the individual needs.

Unit	Building Understanding	Applying Learning
Changes/ Transitions	Text sharing Recall questioning Matching symbols/ objects/ pictures Autobiography & sequencing Grapheme-Phoneme correspondence  Making an personal photo album	Text sharing Recall questioning Matching symbols/ objects/ pictures Autobiography & sequencing Grapheme-Phoneme correspondence  Sequencing and recording personal life story
Celebrations and festivals	Text Sharing Recall questioning Instructional texts – - verbal & writing frames Diversity - cultures Recipes – symbol & word Social conversation, rules and turn-taking  Creating greeting cards  Use and create a symbol recipe	Text Sharing Recall questioning Instructional texts – - verbal & writing frames Diversity - cultures Recipes – symbol & word Social conversation, rules and turn-taking  Writing and following a recipe  Following verbal instructions



<p>Clothes and fashion</p>	<p>Text Sharing Stimulating conversation Positional Language Instructions – verbs Writing for a purpose Internet shopping</p> <p>Using puppets to stimulate conversation</p>	<p>Text Sharing Stimulating conversation Positional Language Instructions – verbs Writing for a purpose Internet shopping</p> <p>Following instructions to make a puppet</p> <p>Using the internet to shop</p> <p>Using writing frames to make a poster</p>
<p>Seasons</p>	<p>Text sharing Poetry reading &amp; writing Rhythm &amp; rhyme 2 word level understanding Instructional text Following instructions to make a rain catcher Write a simple poem</p>	<p>Text sharing Poetry reading &amp; writing Rhythm &amp; rhyme 2 word level understanding Instructional text Write and perform a poem Make a weather forecast</p>
<p>Our world</p>	<p>Text sharing 2 word level understanding Descriptive language Possession Diversity - Understanding of the world Fact file</p> <p>Find out about different cultures: costume, culture, traditions, food</p>	<p>Text sharing 2 word level understanding Descriptive language Possession Diversity - Understanding of the world Fact file</p> <p>Create a written fact file</p>



Holidays	Text sharing Positional language Writing for a purpose – list writing Recount Writing frames  Making a list Packing for a holiday	Text sharing Positional language Writing for a purpose – list writing Recount Writing frames  Writing for a purpose: postcards  Captions for a family holiday/day out
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## 4. Unit specifics

### Changes/Transition, Building Understanding

Lesson number	Core content Primary	Core content Secondary
1	Read Story - 'What do I look like?' modelling how to bring excitement and anticipation, book convention – way up / turn pages	Read Secondary Book – 'This is me' modelling how to bring excitement and anticipation, book convention – way up / turn pages
2	How to lead story recall with who & what questions/ Blank 1/2's	How to lead story recall with who & what questions/ Blank 1/2's
3	Activity Matching Pictures/symbols objects relating to the Primary text.	Activity Matching Pictures/symbols objects relating to the Secondary text
4	How to make use of a personal photo album - removeable pictures	How to make use a personal photo album (auto-biography) - hobbies/ interests and careers etc. - add in photos over year



## Changes / Transition , Applying Learning

Lesson number	Core content Primary	Core content Secondary
1	Read Book 'What do I look like?' – Modelling the use of questioning to check understanding, story recall and sequencing	Read Book 'Life stages'– Modelling the use of questioning to check understanding, story recall and sequencing
2	Grapheme Phoneme video	Grapheme Phoneme video
3	How to teach graphemes (letter formation) Generic resource	How to phonemes making accurate letter sounds generic resource
4	Sequencing personal life story	Writing personal captions for autobiography



## Celebrations & festivals, Building Understanding

Lesson number	Core content Primary	Core content Secondary
1	Read Story 'This is me' Modelling how to bring excitement and anticipation, book convention – way up/ turn pages	Read Secondary Book 'A Christmas Carol' – Modelling how to bring excitement and anticipation, book convention – way up/ turn pages
2	How to create greeting cards Reinforce simple verbs (actions): press, draw, paint, write Teach tripod pencil position rather than palmar grasp where possible Use of other media for children with restricted physical movement Emergent writing - Circle and line motions associated with own name	How to create greeting cards Reinforce simple verbs (actions): press, draw, paint, write Teach tripod pencil position rather than palmar grasp where possible Use of other media for children with restricted physical movement Emergent writing - Circle and line motions associated with own name
3	How to create and use a simple recipe • Vegetable samosas • Vegetable spring rolls • Gingerbread people – ethnically appropriate dress (PfA – Independent living)	How to create and use a simple recipe • Vegetable samosas • Vegetable spring rolls • Gingerbread people – ethnically appropriate dress (PfA – Independent living)
4	Turn taking/ rules and playing social games at BU level  Eg. Pass the parcel/ Simon says etc	Conversational language – What's your name/ what do you like to do, favourite drinks etc  (PfA)



## Celebrations & festivals, Applying Learning

Lesson number	Core content Primary	Core content Secondary
1	Read Book – ‘Jim's Party’ Modelling the use of questioning to check understanding, story recall and sequencing	Read Book – ‘A Christmas carol’ Modelling the use of questioning to check understanding, story recall and sequencing
2	How to lead story recall AL with why/ where questions/ Blank 2/3's generic resource	How to make and use simple writing frames Simple writing frames invitation & thank you letter - generic resource
3	How to write a simple recipe for your favourite festival food (PfA – Independent living)	How to write a simple recipe for your favourite festival food (PfA – Independent living)
4	Turn taking/ rules and playing social games at AL  Eg. Pass the parcel/ Simon says etc	Verbal instruction for cultural dance • Bollywood • English party moves -Cha Cha slide/ YMCA/ Superman etc



## Clothes and fashion, Building Understanding

Lesson number	Core content Primary	Core content Secondary
1	Read Story about getting dressed for the weather Modelling how to bring excitement and anticipation, book convention – way up/ turn pages	Read story ‘My mum and dad make me laugh’ Modelling how to bring excitement and anticipation, book convention – way up/ turn pages
2	How to use puppets to stimulate communication	How to reinforce positional language in on & under turn/ spin  Fashion show
3	Following instructions-Sock puppets instructional text	Upcycling jeans/ t shirt bags Reinforce simple verbs (actions) press, draw, paint, cut, stick (Ref BU video 2 celebrations)
4	Sequencing sock puppet instructions  E.g. draw diff stages – simple descriptive language	How to write for a purpose – Posters for fashion show  Pictures/ symbols and simple language



## Clothes and fashion, Applying Learning

Lesson number	Core content Primary	Core content Secondary
1	Read Book – ‘Smart Aunties’ Modelling the use of questioning to check understanding, story recall and sequencing	Read Book – ‘ My mum and dad make me laugh’ Modelling the use of questioning to check understanding, story recall and sequencing
2	Using positional language with clothing	How to reinforce instructional language:  Fashion show
3	Following instructions-Sock puppets instructional text	How to use clothing websites -search functions/ shopping lists
4	Writing sock puppet instructions using a writing frame (Ref Video 2 celebrations)	Creating written content for Fashion Show poster using writing frame (Ref Video 2 celebrations)



## Seasons, Building Understanding

Lesson number	Core content Primary	Core content Secondary
1	Read the rhyming text – ‘Up Down and Around’ Modelling how to bring excitement and anticipation, book convention – way up/ turn pages	Read Secondary Poem ‘Autumn Fires’ Modelling how to bring excitement and anticipation, book convention – way up/ turn pages
2	How to systematically teach 2-word level understanding of objects and colour.	How to systematically teach 2-word level understanding of objects and colour.
3	Instructional text Rain catcher/ windmill	Weather forecast applying simple language and matching to symbols– sun rain hot cold Ref pre produced video
4	How to write and perform a simple colour poem E.g.: Red cherries Green apples Yellow lemons	How to write and perform a simple colour poem E.g.: Red cherries Green apples Yellow lemons



## Seasons, Applying Learning

Lesson number	Core content Primary	Core content Secondary
1	Read Book – ‘Elmers Weather’ Modelling the use of questioning to check understanding, story recall and sequencing	Read poem ‘Autumn Fires’ Modelling the use of questioning to check understanding, story recall and sequencing
2	Simple rhyme Grapheme/ Phoneme links	Simple rhyme Grapheme/ Phoneme links
3	How to write a simple rhyming poem	Weather forecast – create your own weather forecast.
4	Instructional text Rain catcher/ windmill	How to write a simple rhyming poem



## Our World, Building Understanding

Lesson number	Core content Primary	Core content Secondary
1	Read Story – ‘ We’re going on a Lion hunt.’ Modelling how to bring excitement and anticipation, book convention – way up/ turn pages, international authors	Read Secondary Book ‘ The Drum - an Indian folktale’ – model BU learning outcomes, international authors
2	How to systematically teach 2-word level understanding person and action.	How to systematically teach 2-word level understanding person and action.
3	Finding out about other countries & cultures Costume. clothing Traditional rhyme/ music – signpost because of copyright Food People  Descriptive language	Finding out about other countries & cultures Costume. clothing Traditional rhyme/ music – signpost because of copyright Food People  Descriptive language
4	Activity relating to country of book/ author Descriptive writing - symbols	Activity relating to country of book/ author Descriptive writing - symbols



## Our World, Applying Learning

Lesson number	Core content Primary	Core content Secondary
1	Read Book – ‘We’re going on a Lion hunt.’ Modelling the use of questioning to check understanding, story recall and sequencing	Read Book ‘ The Drum - an Indian folktale’ Modelling the use of questioning to check understanding, story recall and sequencing
2	How to teach possession using family resources	How to teach possession using family resources
3	Exploring other countries & cultures – (include reference to the primary and secondary) Costume. clothing Traditional rhyme/ music – signpost because of copyright Food People  Create written fact file	Exploring other countries & cultures – (include reference to the primary and secondary) Costume. clothing Traditional rhyme/ music – signpost because of copyright Food People  Create written fact file
4	Activity relating to country of book/ author Descriptive writing - words	Activity relating to country of book/ author Descriptive writing - words



## Holidays, Building Understanding

Lesson number	Core content Primary	Core content Secondary
1	Read Story – Holidays and travel Modelling how to bring excitement and anticipation, book convention – way up/ turn pages	Read Secondary Book ‘The beach’ Modelling how to bring excitement and anticipation, book convention – way up/ turn pages
2	How to develop language when packing for a holiday everyday objects/ symbols and simple positional language	How to develop language when packing for a holiday everyday objects/ symbols and simple positional language
3	Making a symbol list  - Packing for a holiday	Making a symbol list  - Packing for a holiday
4	Recount -Sequencing a familiar holiday or day out – photos/ symbols/ objects	Recount -Sequencing a familiar holiday or day out – photos/ symbols/ objects



## Holidays, Applying Learning

Lesson number	Core content Primary	Core content Secondary
1	Read Book 'Maisy Goes Camping' – Modelling the use of questioning to check understanding, story recall and sequencing	Read Book 'The Beach' – Modelling the use of questioning to check understanding, story recall and sequencing
2	How to develop language and literacy when packing for a holiday. Reading and writing a holiday checklist list and packing a case.	How to develop language and literacy when packing for a holiday. Reading and writing a holiday checklist list and packing a case.
3	Writing a postcard from a writing frame.	Writing a postcard from a writing frame.
4	Recount writing captions for photos of family holiday or day out.	Recount writing captions for photos of family holiday or day out.

