



0-3years	3-4years	Reception	ELG	End of Year1
Listening, Attention and Understanding				Spoken Language
<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Children have a key worker group to which they belong.</p> <p>Listen and respond to a simple instruction.</p> <p>Use gestures like waving and pointing to communicate.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Regular story times. Discussion of books read. Focus teach activities around discussion of books.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Children are asked to complete tasks and need to follow instructions throughout the session.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Regular story times. Discussion of books read.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Introduce class rules and teacher expectations. Explaining good listening, good sitting, good looking as well as singing the 'eyes are watching song' to ensure children are listening and ready to learn.</p> <p>Learn new vocabulary.</p> <p>New vocabulary is introduced and explained daily during lessons, story times and during child-led time where adults interact and encourage new vocabulary through play.</p> <p>Engage in story times.</p> <p>Stories are shared throughout the day with the children as a whole class and children are encouraged to join in with the stories repeating phrases or</p>	<p>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.</p> <p>Stories are shared throughout the day with the children as a whole class and children are able to answer questions about the text and voice their opinion about the story heard. Through good listening, the children join with repetitive language and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Children are able to talk about the content of the stories heard and ask questions so they have a clear understanding of the story sequence.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations,</p>

<p>Understand simple instructions like "give to mummy" or "stop".</p> <p>Throughout the session children are expected to follow simple instructions, some may need support at first.</p> <p>Recognise and point to objects if asked about them.</p> <p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people's talk with interest but can easily be distracted by other things.</p> <p>Children are able to choose the activity they would like to engage in during child-initiated time.</p> <p>Can become frustrated when they can't make themselves understood.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Regular story times. Discussion of books read.</p>	<p>Focus teach activities around discussion of books.</p>	<p>anticipating key events/what will happen next.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Through the wide range of books children will listen to as a class during the school day, discussions will be had about what happened in the story and who the characters were etc. Also through the repetition of rereading the stories several times the children will build up their familiarity and understanding of these stories too.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Through singing rhymes and songs daily the children will be able to build on their listening skills and by repeating these regularly they will be more aware of the tune and how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Rhymes, poems and songs have been chosen for reception to</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Throughout the day the children interact with the staff in EYFS. Staff encourage children to hold a conversation through the use of sentences. Questions are asked to hold the conversation and encourage that back and forth exchange.</p>	<p>staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>
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<p>Focus teach activities around discussion of books.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Understand single words in context - 'cup', 'milk', 'daddy'.</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Throughout the session children have opportunities to engage in discussions and answer questions.</p>		<p>be taught through whole class learning working through the booklet - autumn, spring and summer.</p> <p>(Song, Poems and Rhymes linked to The Natural World Songs and Poems linked to Characters from the Past).</p> <p>Engage in non-fiction books.</p> <p>Non-fiction books are shared throughout the day with the children as a whole class and children are encouraged to join in when asked questions about new information read to them. Discussions will be had about new facts, vocabulary and information to consolidate their understanding and learning.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Through the use of non-fiction books children will listen to as a class during the school day, discussions will be had about new facts, vocabulary and information to consolidate their understanding and learning.</p>		
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		Also through the repetition of rereading these non-fiction books regularly the children will build up their familiarity and understanding of the new knowledge and vocabulary too.	
Speaking			
<p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>Babble, using sounds like 'ba-ba', 'mamama'.</p> <p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p>	<p>Use a wider range of vocabulary.</p> <p>Regular story times. Discussion of books read. Focus teach activities around discussion of books. Vocabulary taught through focus teach activities, child-initiated opportunities, Throughout the session.</p> <p>Sing a large repertoire of songs.</p> <p>Phonic time songs, Group time songs, brain gym songs, Christmas performance.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Regular story times. Discussion of books read. Focus teach activities around discussion of books. Phonic time rhymes.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Throughout the day, the children are asked questions to check they understand what has been said to them and to check they understand the instructions of a task. Children are also encouraged to ask questions to find out more to extend their learning.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Children are encouraged to speak in sentences when talking to their peers or teachers. Adults rephrase, model and prompt children regularly throughout the day, to help them understanding how to speak in well-formed sentences.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Throughout the day the children have a variety of opportunities for open ended discussions where they are able to use new vocabulary which has been introduced.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Children are encouraged to use their speech and offer explanations when asked questions and in conversation. They are promoted to use recently introduced vocabulary if and when</p>

<p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Speech is modelled during the session. Children are expected to answer simple questions.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Focus task time to introduce the areas of learning. Child initiated areas of learning.</p> <p>Use the speech sounds p, b, m, w.</p> <p>Are usually still learning to pronounce: l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer'</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</p> <p>Modelling of correct speech throughout session.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Throughout the session children are encouraged to become more confident and to</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Adults prompt children to extend their sentences in conversations and model how to use a range of connectives to do this. Children are encouraged to talk lots during discussions helping them improve on this aspect of speaking.</p> <p>Describe events in some detail.</p> <p>Children are encouraged to use their speech when asked questions or when asked to explain how something was made or what happened. Children are promoted to add detail when describing events through extending their sentences.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Children are encouraged to work together with their peers to talk about and work</p>	<p>appropriate in that context, from previous learning.</p> <p>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.</p> <p>Children are encouraged throughout each and every day to talk and use their speech to convey their ideas and feelings. Adults rephrase and model to the children how to use tenses correctly and how to use conjunctions to extend their speech in order to speak in well-formed sentences.</p>	
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<p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Modelling of correct speech throughout session.</p>	<p>speak. 'Use your words' is an expectation.</p>	<p>out how to solve problems throughout the day. As well as this the children are encouraged by adults to talk about how they will organise their thinking about an activity they would like to do - adding details like explaining how things work and why things might happen.</p> <p>Develop social phrases.</p> <p>Through interactions with the adults within EYFS children are introduced and encouraged to use and develop social phrases throughout each and every day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Through the wide range of books children will listen to as a class during the school day, discussions will be had about what happened in the story and who the characters were etc. Also through the repetition of rereading the stories regularly the children will build up their familiarity</p>		
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and understanding of these stories too.
Therefore, the children then have the confidence to go off and retell the story with their peers in the role-play areas using exact repetition of specific phrases from the stories as well as using their own words too.

Use new vocabulary through the day.

Children are encouraged to use new vocabulary which has been introduced throughout the day. This is supported when adults interact and promote the use of new vocabulary through play.

Use new vocabulary in different contexts.

Children are encouraged to use new vocabulary in different contexts where appropriate throughout the day. This is supported when adults interact and promote the use of new vocabulary through play if appropriate in that context.