


Communication and language

<u>Daycare</u>	<u>Pre School</u>	<u>Reception</u>	<u>ELG</u>	<u>Year 1</u>
Listening, Attention and Understanding				
<p>I am beginning to listen carefully to rhymes and songs, paying attention to how they sound by looking at who is speaking and copying simple actions.</p> <p>I am beginning to engage in story times by looking at who is speaking and copying some simple gestures.</p> <p>Listen and respond to a simple instruction.</p>	<p>I can listen to and know how to talk about stories to build familiarity and understanding.</p> <p>I know how to retell a story using prompts.</p> <p>I know how to describe events in some detail.</p> <p>I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>I can listen to and begin to talk about non - fiction stories to build familiarity and understanding</p> <p>I know some events and can describe them in detail.</p> <p>I can anticipate (where appropriate) key events in stories.</p> <p>I know and can show an understanding what has been read by retelling stories and narratives using own words and</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>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Retell a story that they know well, remembering each of the characters and the events. Use these as a basis to make up their own stories using patterns of language from what they have heard.</p>

<p>I understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why') sometimes with prompts from my practitioner.</p> <p>I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p>		<p>recently introduced vocabulary.</p> <p>I can ask questions to find out more and to show understanding I know explanations for why things might happen, making use of recently introduced</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	
---	--	---	---	--

Speaking

<p>With support, I know rhymes like the wheel on the bus and twinkle, twinkle little star. 1,2,3,4,5 once I caught a fish alive. Teddy bear, Teddy Bear 5 speckled frogs 5 Little Monkeys 5 little men in a flying saucer 5 little duck Head, shoulders, knees and toes. Hey diddle diddle. Here we go around the mulberry bush. Little Miss Muffet Miss Polly Wind the bobbin up</p>	<p>Learn rhymes and songs. I know a large repertoire of songs. Head, shoulders, knees and toes. Hey diddle diddle. Here we go around the mulberry bush. Little Miss Muffet Miss Polly Wind the bobbin up 1,2,3,4,5 once I caught a fish alive. Teddy bear, Teddy Bear 5 speckled frogs 5 Little Monkeys 5 little men in a flying saucer 5 little ducks</p>	<p>Recite several rhymes and poems and express a preference. Mary, Mary quite contrary. Jack and Jill 1,2 buckle my shoe Grand Old Duke of York There was an old woman who lived in a shoe. Down in the Jungle Little Rabbit Foo Foo Wee willie winkie T his little piggy Mary had a little lamb Ten fat sausages Ten green bottles Ten in the bed The animals went in two by two</p> 	<p><u>Books</u> Miss Polly had a dolly Jack and Jill.</p>	<p>Include vocabulary they have heard that is relevant to the context when speaking</p>
---	--	---	---	---

<p>I am developing my confidence when speaking to my peers and adults sometimes.</p>	<p>I can connect one idea or action to another using a range of connectives.</p>	<p>I can express ideas clearly using relevant language.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Know how to listen carefully to what others say in pairs, small groups and in whole class sessions. Join in with conversations in a group in lessons and within play.</p>
<p>I can copy familiar expressions and words.</p>	<p>I can continue to use a wider range of vocabulary.</p>	<p>I know recently introduced vocabulary and can understand and use this during discussions about stories, non-fiction, rhymes and poems and during role play.</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>Know how to start conversations with others. Ask questions to find out more information.</p>
<p>I can put two words together.</p>	<p>I can use longer sentences of four to six words.</p>	<p>I can show curiosity in learning and using new words drawn from speech and stories they hear.</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>Speak clearly and confidently in front of the class saying what they have seen or done and begin to share their ideas clearly.</p>
<p>Start to develop conversation, often jumping from topic to topic.</p>	<p>I can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>I can hold conversation when engaged in back-and-forth exchanges with teacher and peers</p>		<p>Tell others how they are feeling using suitable vocabulary.</p>
<p>Uses longer sentences of four to six words, sometimes accurately.</p>	<p>I can express a point of view and debate when they disagree with an</p>			

<p>I am starting to use talk to organise myself and my play. "Let's go on a bus." "You sit there."</p> <p>I can talk about familiar books 1-1 with my practitioner by looking at the pictures.</p>	<p>adult or a friend, using words as well as actions.</p> <p>I am beginning to develop my confidence when speaking to my peers and adults.</p> <p>I know how to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>			<p>Join in with role-play and begin to adopt and maintain a character role</p>
--	---	--	--	--