

Listening, Attention and Understanding

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Start a conversation with an adult or a friend and continue it for many turns.

PSHE
Literacy –
Reading

Observational Check Point – Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?							
Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1	By the end of Year One:
<p>Follow a one or two part instruction</p> <p>Enjoy joining in at group times and story times</p> <p>Talk to others and take it in turns to speak</p>	<p>Demonstrate good listening behaviours.</p> <p>Follow simple instructions (with two or more parts) reliably.</p> <p>Engage in story times</p> <p>Join in with familiar songs and rhymes</p> <p>Wait and take turns in conversation.</p> <p>Use talk to predict what might happen and work out problems.</p>	<p>Respond to what they have heard by asking questions and say what they think.</p> <p>Say what they think and explain why.</p> <p>Respond to what others say.</p> <p>Describe events, characters, and stories in some detail.</p>	<p>Listen carefully so they can respond with questions, comments and actions.</p> <p>Makes comments about what they have heard.</p> <p>Ask questions to help them understand.</p> <p>Engage in conversation with my friends and teachers.</p>	<p>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles</p> <p>Re-tell narratives using patterns from listening and reading</p> <p>Tell a story about a central character</p> <p>Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</p> <p>Talk about why things happen and how things work</p> <p>Ask questions and speculate</p> <p>Listen to someone explain a process and ask questions</p> <p>Give oral explanations e.g. their own or another's motives; why and how they made a construction</p> <p>Explain own knowledge and understanding, and asks appropriate questions of others</p> <p>Listen to someone giving information and ask questions</p> <p>Give oral explanations about information they already know.</p> <p>Experiment with writing in a variety of play, exploratory and role play situations</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Listens to stories with increasing attentions and recall.</p> <p>Joins in with repeated refrains and anticipates key events.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify understanding</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Learning to appreciate rhymes and poems, and recite some by heart.</p> <p>Join in with predictable phrases</p> <p>Use vocabulary given by the teacher</p> <p>Children make basic inferences about characters' feelings by using what they say as evidence</p> <p>Make simple predictions based on the story and their own life experience.</p> <p>Answer a question based on what has just happened in a story.</p> <p>Begin to verbally explain ideas or through pictures.</p> <p>Predicting what might happen on the basis of what they have been read so far.</p>	<p>Use some familiar story telling language when retelling stories, repeating phrases and patterns from stories read to them</p> <p>Orally sequence events from stories using joining words such as next, then, after that which has been modelled by the teacher</p> <p>Act out stories, using drama to show key characteristics</p> <p>Use simple hot seating techniques in role of central characters and use ideas from reading for some incidents and events</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective</p> <p>Draw pictures to illustrate a process and use the picture to explain the process orally</p> <p>Asks questions to extend their understanding and knowledge</p> <p>Listen to and follow a single more detailed instruction and a longer series of instructions</p> <p>Read and follow short series of instructions in shared context</p> <p>Asks questions to extend their understanding and knowledge</p> <p>Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that'</p> <p>Listen to other's recounts and ask relevant questions to find out more about the event being recounted</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher.</p> <p>Discuss the significance of the title and events.</p> <p>Explain clearly their understanding of what has been read to them.</p> <p>Begin to discuss how events are linked.</p>

Speaking

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.
- 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.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Observational Check Point – Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?” Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.” Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?							
Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG’s	Links to National Curriculum Key Stage 1	By the end of Year One:
<p>Express a point of view</p> <p>Use talk to share what they think</p> <p>Use a sentence of 4-6 words.</p> <p>Use speech as a way of starting to express themselves.</p> <p>Use social phrases to adults and peers.</p>	<p>Starting to share their ideas with familiar adults.</p> <p>Talk to others (adults and children).</p> <p>Talk to organise my thoughts.</p> <p>Listen to and talk about stories, rhymes and non-fiction that they really enjoy.</p> <p>Share their ideas using talk as a tool.</p> <p>Say how they feel using talk as a tool.</p> <p>Start to use full sentences.</p> <p>Use new vocabulary throughout the day, which has been introduced.</p>	<p>Share their ideas in small groups.</p> <p>Share their ideas with familiar adults.</p> <p>Explain events that have already happened in detail.</p> <p>Engage in stories, rhymes and non-fiction sharing their ideas and understanding about them.</p> <p>Start to use past, present and future tenses</p> <p>Explain their ideas & thoughts in well-formed sentences.</p> <p>Ask questions to find out more information or check what they understand.</p>	<p>Take part in whole class and group discussions.</p> <p>Explain why things happen/ might happen.</p> <p>Use vocabulary from stories, non-fiction, rhyme and poems.</p> <p>Express their ideas and feelings.</p> <p>Use full sentences using past, present and future tenses.</p> <p>Use conjunctions (with support and modelling) to connect my ideas.</p> <p>Lean and retell stories, rhymes, poems and songs.</p>	<p>Experiment with story language by using familiar words and phrases from stories in re-telling and play</p> <p>Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don’t touch, please don’t break my model, keep away</p> <p>Use imperative verbs in both talk and writing e.g. put, get, take</p> <p>Give oral instructions when playing a game.</p> <p>Talk about certain topics</p> <p>Ask questions</p> <p>Informally recount incidents in own life to other children or adults and listen to others doing the same</p> <p>Build vocabulary that reflects the breadth of their experiences.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate</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 an adult</p>	<p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher.</p> <p>Children make basic inferences about characters’ feelings by using what they say as evidence.</p> <p>Infer basic points with direct reference to the pictures and words in the text.</p> <p>Discuss the significant of the title and events.</p> <p>Predict what might happen on the basis of what has been read so far. Begin to explain these ideas verbally or through pictures.</p> <p>Explain clearly their understanding of what has been read to them.</p> <p>To recognise how to talk about and share their opinions on things that matter to them.</p>	<p>Give reasons about why they want something and why they should be allowed it</p> <p>Plan and give clear single oral instructions</p> <p>Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, ‘then’, ‘after that’</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher.</p>