

COMMUNICATION AND LANGUAGE

SPEAKING AND LISTENING

Early Years Framework

AUTUMN 1

1

- Listen to stories and be able to share thoughts and experiences e.g. I think that the snail shouldn't have gone on the Whale without his mum!
- Learn rhymes, poems and songs.
- Engage in conversation with adults and children
- Use plurals and some tenses correctly e.g. The dog is chasing some cats.
- Ask questions e.g. Why is the water going from the puddles?

AUTUMN 2

2

- Listen carefully at story time, retaining and recalling important events.
- Follows 2-3 step instructions e.g. Get your phonics book, pencil and sit on the carpet.
- Learn new vocabulary
- Communicate confidently with adults and children
- Connect one idea or action to another using a range of connectives e.g. I think the boat will float because it is made out of plastic.
- Speak in well formed sentences and uses social phrases e.g. 'Good Morning'.

SPRING 1

3

- Understand how to listen carefully and understand why listening is important.
- Transition between tasks being able to shift attention.
- Use new vocabulary.
- Retell a familiar story using repetitive refrains e.g. 'run, run as fast as you can!'
- Learn and join in with rhymes and songs
- Demonstrate their developing knowledge and specific vocabulary by talking about the non fiction texts they have enjoyed e.g. Lizards and reptiles and they lay eggs.

SPRING 2

4

- Follow more complex instructions e.g. I would like you to use the scissors to cut carefully around the circle. Then fold it in half down the line.
- Respond in discussion with comments and questions.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Use talk in imaginative play, to develop thinking, express ideas and to collaborate with others.
- Use talk to solve problems and 'think aloud' during activities and play.
- Use talk to explain how things work and why they might happen.

SUMMER 1

5

- Enjoy being part of conversations and discussions and uses new vocabulary in context e.g. the paper towel is absorbing the water.
- Articulate their ideas and thoughts in well-formed sentences.

SUMMER 2

6

- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Describe events in some detail.

COMMUNICATION AND LANGUAGE. END POINT SPEAKING AND LISTENING *Early Years Framework*

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.