

Area of Learning: Communication and Language					
Statement: Listening: Listening, Attention and Understanding					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Follow simple instructions.</p> <p>Show engagement in story time.</p> <p>Show engagement within small groups.</p> <p>Show engagement in conversations with peers and adults.</p>	<p>Begin to understand that listening is important.</p> <p>Engage in both fiction and non-fiction texts.</p> <p>Listen carefully by showing 'active listening skills'.</p> <p>Listen carefully to rhymes and songs.</p> <p>Wait and begin to take turns in conversations with adults and peers.</p> <p>Show engagement within larger groups.</p> <p>Begin to respond to common social phrases.</p> <p>Begin to follow 2 step instructions.</p>	<p>Listen to and respond to fiction and non-fiction building familiarity.</p> <p>Learn and repeat taught refrains from rhymes, poems and songs.</p> <p>Begin to incorporate modelled social phrases and questions in responses.</p> <p>Follow 2 step instructions.</p> <p>Answer a range of questions.</p> <p>Ask simple questions.</p>	<p>Follow more detailed 2 step instructions.</p> <p>Apply new knowledge and vocabulary learnt from listening to fiction and non-fiction.</p> <p>Listen and respond in a two-way conversation.</p> <p>Respond thoughtfully with what they think after listening to others.</p> <p>Starting to form their own questions as a response to listening to others to find out more.</p> <p>Be able to ask and answer a range of questions.</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>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Actively engage in conversations with friends, teachers and other people across school.</p> <p>Ask questions to further develop my knowledge.</p> <p>Understand how to respond to different types of questions (who, what, where, when, why, how).</p>

	Answer simple questions and understand some 'why' questions.				
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Area of Learning: Communication and Language					
Statement: Speaking					
Baseline	Autumn 1	Autumn 2	Spring	Summer (May) - ELG	Y1 Readiness
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Use sentences of 4-6 words.</p> <p>Use speech to organise themselves and their play.</p> <p>Use speech to express their view.</p>	<p>Talk about stories, rhymes and non-fiction.</p> <p>Retell a familiar story with exact repetition.</p> <p>Describe events in some detail.</p> <p>Learn new vocabulary.</p> <p>Articulate their thoughts.</p>	<p>Beginning to use a wide range of vocabulary appropriately.</p> <p>Narrate own actions.</p> <p>Begin to retell a familiar story in their own words.</p> <p>Begin to connect their ideas and actions using some simple connectives with some support.</p>	<p>Use well-formed complete sentences in everyday talk.</p> <p>Retell and adapt familiar stories in their own way.</p> <p>Connect their ideas and actions using a range of connectives with some support.</p> <p>Use new vocabulary in different contexts.</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,</p>	<p>Ask questions to further develop their knowledge in different contexts.</p> <p>Using a range of vocabulary to describe in more detail.</p>

	<p>Begin to use present tense with modelling and support from their teacher.</p>	<p>Begin to use new vocabulary.</p> <p>Begin to use past and present tense with modelling and support from their teacher.</p>	<p>Use talk to help workout problems and organise thinking and activities.</p> <p>Use talk to explain how things work and why they might happen.</p> <p>Use past, present and future tense with modelling and support from their teacher.</p>	<p>rhymes 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 their teacher.</p>	
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