



Communication & Language – Prime Area

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.

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)	ELG	Links to National Curriculum <i>Year 1 for Literacy - Reading Key Stage 1 for PSHE</i>
Follow a one or two part instruction	Demonstrate good listening behaviours. Follow simple instructions (with two or more parts) reliably.	Respond to what they have heard by asking questions and say what they think.	Listen carefully so they can respond with questions, comments and actions.	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 Make comments about what they have heard and ask questions to clarify understanding Hold conversation when engaged in back and forth exchanges with their teachers and peers	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently.
Enjoy joining in at group times and story times	Engage in story times Join in with familiar songs and rhymes	Say what they think and explain why.	Makes comments about what they have heard. Ask questions to help them understand.		Learning to appreciate rhymes and poems, and recite some by heart.
Talk to others and take it in turns to speak	Wait and take turns in conversation.	Respond to what others say.	Engage in conversation with my friends and teachers.		Join in with predictable phrases
	Use talk to predict what might happen and work out problems.	Describe events, characters, and stories in some detail.			Use vocabulary given by the teacher Children make basic inferences about characters' feelings by using what they say as evidence

					<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>
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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)	ELG	Links to National Curriculum <i>Year 1 for Literacy - Reading</i> <i>Key Stage 1 for PSHE</i>
Express a point of view	Starting to share their ideas with familiar adults.	Share their ideas in small groups.	Take part in whole class and group discussions.	Participate in small group, class and one to one discussions,	<p>Join in with predicable phrases.</p> <p>Use vocabulary given by the teacher.</p>

Use talk to share what they think	Listen to and talk about stories, rhymes and non-fiction that they really enjoy.	Explain events that have already happened in detail.	Use vocabulary from stories, non-fiction, rhyme and poems.	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, rhyme 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 an adult	<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>
Use a sentence of 4-6 words.	Share their ideas using talk as a tool.	Start to use past, present and future tenses.	Express their ideas and feelings.		
Use speech as a way of starting to express themselves.	Start to use full sentences.	Explain their ideas & thoughts in well-formed sentences.	Use conjunctions (with support and modelling) to connect my ideas.		
Use social phases to adults and peers.	Use new vocabulary throughout the day, which has been introduced.	Ask questions to find out more information or check what they understand.	Learn and retell stories, rhymes, poems and songs.		