

Communication and Language Listening, Attention and Understanding						ELGs
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I know where the listening ladder is in my classroom and what it means.</p> <p>I understand how to listen carefully by looking at someone when they are talking to me.</p> <p>I know why listening is important.</p> <p>I can show I am listening to a story by expressing emotions such as laughter and maintaining eye contact with the storyteller.</p> <p>I listen carefully to how rhymes and songs sound (e.g. identifying rhyming words, alliteration).</p> <p>I can listen to longer stories and remember a lot of what happens.</p> <p>I can act out scenarios from familiar stories and real-life contexts.</p> <p>I engage in non-fiction texts, listening carefully and talking about the things I have learnt.</p> <p>I can join in with songs, story maps and text maps, using appropriate actions.</p> <p>I can listen and respond with <u>relevant</u> questions, comments and actions (whole class and small group).</p> <p>I am developing simple inference skills, using pictures to help my understanding.</p> <p>I can pay close attention to what someone is saying and give nonverbal clues such as nodding to show my interest/understanding.</p> <p>I can ask questions when I do not understand something.</p>						<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language	
----------------------------	--

Speaking						ELGs
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can learn new vocabulary and use it throughout the day.</p> <p>I can use new vocabulary in different contexts (whole class, play, small groups.)</p> <p>I can learn the names of my peers and adults at school.</p> <p>I can talk about my likes and dislikes and share them.</p> <p>I can confidently share my experiences with a small group and by the end of the year with my whole class.</p> <p>I can describe events in some details, including sequencing.</p> <p>I can ask questions to find out more and make sense of why something has happened.</p> <p>I can connect one idea or action to another using a range of connectives (e.g. I know I need to wear my coat because it's cold outside).</p> <p>I can remember simple rhymes, poems, songs and stories and express my preferences for these.</p> <p>I can talk about the stories I have read.</p> <p>I use social phrases in my speaking – for example, coming into school and saying, “Good morning, how are you today?”</p> <p>I can use full sentences in everyday talk.</p> <p>I can recount or retell a story or a text using a text map for support.</p> <p>I can articulate my ideas and thoughts in well-formed sentences.</p>						<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.