



Spoken Language		
Listening Skills		
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language	
		<ul style="list-style-type: none"> • Listen to other people’s talk with interest but can easily be distracted by other things. • Listen to simple stories and understand what is happening, with the help of the pictures.
Three and Four-Year-Olds will be learning to:	Communication and Language	
		<ul style="list-style-type: none"> • 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. • Start a conversation with an adult or a friend and continue it for many turns.
Children in Reception will be learning to:	Expressive Arts and Design	
	Communication and Language	
		<ul style="list-style-type: none"> • Listen with increased attention to sounds.
	Communication and Language	
		<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy	
		<ul style="list-style-type: none"> • Is able to recall and discuss stories or information that has been read to them, or they have read themselves
ELG	Expressive Arts and Design	
		<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and response.
	Communication and Language	Listening, Attention and Understanding
		<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 conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Personal, Social and Emotional Development	Self-Regulation
		<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Understanding the World	Past and present
		<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

		<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
	The Natural World	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Following Instructions			
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language		<ul style="list-style-type: none"> Listen and respond to a simple instruction. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
Three and Four-Year-Olds will be learning to:	Communication and Language		<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Remember rules without needing an adult to remind them.
Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important.
ELG	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly.
Asking and Answering Questions			
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language		<ul style="list-style-type: none"> Start to develop conversation, often jumping from topic to topic.

Three and Four-Year-Olds will be learning to:	Communication and Language		<ul style="list-style-type: none"> 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?”
Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> Ask questions to find out more and check they understand what has been said to them.
ELG	Communication and Language	Listening, Attention and Understanding	<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.
		Speaking	<ul style="list-style-type: none"> Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Understanding the world	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society;
		People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Drama, Performance and Confidence			
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language		<ul style="list-style-type: none"> Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
	Expressive Arts and Design		<ul style="list-style-type: none"> Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.
Three and Four-Year-Olds will be learning to:	Communication and Language		<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Show more confidence in new social situations. Develop appropriate ways of being assertive.
	Expressive Arts and Design		<ul style="list-style-type: none"> Create their own songs, or improvise a song around one they know. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasing matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sings a range of well-known nursery rhymes and songs. • Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Vocabulary Building and Standard English			
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when ‘talking’.
Three and Four-Year-Olds will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ and ‘swimmed’ for ‘swam’. • Use longer sentences of four to six words.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World		<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary.
Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • 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.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Speaking for a Range of Purposes			
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Make themselves understood and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions.

Three and Four-Year-Olds will be learning to:	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend, and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World	<ul style="list-style-type: none"> • Talk about what they see, using a wide range of vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.

Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others.
	Understanding the World		<ul style="list-style-type: none"> • Talk about their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their meanings. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
		Speaking	<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 where 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.
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

		Word Reading	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society.

		People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants;

ELG	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Share their creations, explaining the processes they have used.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Participating in Discussion			
Birth to three – babies, toddlers and young children will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Start to develop conversation, often jumping from topic to topic.
Three and Four-Year-Olds will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
Children in Reception will be learning to:	Communication and Language		<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences.
ELG	Communication and Language	Listening, Attention and Understanding	<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. • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Year One	<p>Aims. Pupils should be taught to:</p> <p><i>The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.</i></p> <p><i>Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.</i></p>		<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English

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| | <ul style="list-style-type: none">• Participate in discussions, presentations, performances, role play/improvisations and debates• Gain, maintain and monitor the interest of the listener(s)• Consider and evaluate different viewpoints, attending to and building on the contributions of others• Select and use appropriate registers for effective communication |
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