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| CL Listening  | Caterpillars C:\Users\teacher\AppData\Local\Microsoft\Windows\INetCache\IE\NZQHEH3N\TJ-Openclipart-86-circles-caterpillar-legless-7-11-16-final[1].png | Adult input and strategies  | Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in discussions and interactions” | Listen when others talk - adult or peers  | 1:1 conversations using verve principles (consider background noise)Small group turntaking conversation times Wellcomm screening BELL EAL tools  | Tune into spoken language (EAL consideration) How to give attention when someone speaks Building up ability to follow more complex instructions How to listen for detail eg pass the *blue* car How to sustain listening during group times - expected body stillness and looking at person who is speaking etc Build body of rhymes/ songs known Build bank of familiar stories  | Respond to others in conversation with appropriate response  |
| Identify familiar objects  | Build vocabulary of everyday objects and resources - games such as whats in the bag  | Retain and apply everyday vocabulary  |
| Follow a simple instruction “wash your hands”  | Adults give clear instruction which can be accompanied by **Makaton**, gesture, visual | Follow a two part instruction without additional prompts  |
| Listen to simple story using pictures to aid understanding  | 1:1 story sessionsSmall group story sessions Nursery rhyme singing Adults to ask questions to check understanding  | Enjoy longer stories and maintain attention. Be able to talk about the story and join in with songs and rhymes.  |
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|  | Caterpillars  | Adult input and strategies  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “ make comments about what they have heard and ask questions to clarify” | Follow a simple instruction “wash your hands” | Adults give clear instruction which can be accompanied by Makaton, gesture, visual | How to give attention when someone speaks Building up ability to follow more complex instructions How to listen for detail eg *who* is in the house?Remember rhymes/ songs Remember familiar stories or repeating refrains  | Follow a two part instruction without additional prompts and ask questions if they need clarification  |
| Listen to simple story using pictures to aid understanding | 1:1 story sessionsSmall group story sessions Nursery rhyme singing Adults to ask questions to check understanding | Enjoy longer stories and maintain attention. Be able to talk about the story and join in with songs and rhymes. |
| Understand simple questions - who? What? Where?  |
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| Working towards  | Caterpillars  | Adult input and strategies - How are we supporting progress ?  |  Progression in knowledge, skills attitudes- what is the child learning?  | Butterflies  |
| ELG “ hold a conversation when engaged in back and forth exchanges with adults and peers” | Take part in 1:1 and small group times when turntaking in talking is expected - begin to link 2 or 3 wordsRepeat modelled phrases  | Adults expect /encourage engagement in focussed times Praise for pupils engagement at group time, snacktime etc Build up social daily language - adult model language  | Anticipating daily routine Learn songs for routines Sense of belonging to our class Ability to recall and apply vocabulary Confidence to speak to others Understanding of turntaking in conversation  | Can initiate conversation and keep it going when someone responds Expected 4-6 word sentences or phrases  |
| Child shows awareness of turntaking in interaction – face watching, responding with simple words, gestures, actions. | Adult uses clear language and ensures child’s focus is on them to listen and respond  | Understands how a conversation works – is able to speak then listen and maintain turntaking  |