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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 sessions  Small 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 sessions  Small 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 words  Repeat 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 |