

Speaking and Listening ~ Learning Continuum – Pre National Curriculum

	Engagement (C)	Pre- Entry (SL1a)	Entry (SL1b)	Emerging (SL2a)
Listening	<ul style="list-style-type: none"> Show enjoyment for rhymes/ jingles through facial expression Anticipate known events [for example, pre-empting sounds or actions in familiar poems] Respond to options and choices with actions/gestures Eye-track when they hear familiar sounds Engage in simple 1:1 attention/listening games Begin to acknowledge the words 'stop' and 'no' when directed towards them. Identify familiar objects when shown a photograph through object/picture matching Responds to familiar 1-key word instructions 'coat on' Points to a familiar object when asked Acknowledge the use of his/her own name? 	<ul style="list-style-type: none"> Seeks out a sound source Looks at the person speaking to them Accepts word "No" or "Stop" in some situations Takes part in 1:1 listening games Responds to familiar sounds e.g. school bell Shows some anticipation of a familiar sign/rhyme/ song Goes to a specific place on request Points to a range of objects when asked Points to 5 parts of body Demonstrate an understanding of 10- 50 words, including names of familiar objects. 	<ul style="list-style-type: none"> Gives eye contact when being spoken to Recognises verbal approval/ disapproval Responds appropriately to an audio cue for an activity e.g. PE song Begin to understand the word 'finished' Responds to familiar questions Who /Where...? e.g. 'Where is the ball?', 'Who are you?', 'Is it yellow?' Follow requests and instructions containing at least two key words, signs or symbols, e.g. 'Put the spoon in the dish' Begins to understand early concepts 'in' 'on' and 'under'. Aim to attend to own choice for extended time Responds to speech tones when being spoken too Responds consistently when an adult says 'no' or 'stop'. 	<ul style="list-style-type: none"> Follows instructions including 3 key words (2 adjectives/1 noun) e.g. 'Give me the little red book' Take an object to specific relevant place, e.g. coat to their peg. To identify transition cues in a range of familiar contexts. Listens to adult offering non-tangible choices Remain seated during a short story/ talk (no more than 5 mins) Attends adult led activity; in small group/ in class Signifies when they need clarification/ more information Take turns in adult led group game Recognises their full name Take part in a simple performance with others
Speaking	<ul style="list-style-type: none"> To begin to show recognition of objects of reference/ symbols. Repeat, copy and imitate between 5 and 10 single words or signs Use single words, signs and symbols for familiar objects. Shows an interest in known people (not necessarily in socially typical forms) Initiate interactions and activities e.g. physically prompting another person to join in an interaction Remember learned responses over increasing periods of time Attempts to use spontaneous sound/ sign/ symbol without an adult model. Begins to copy simple facial expression Uses gestures to support requests Use a repertoire of objects of reference/symbols to request 	<ul style="list-style-type: none"> Pupils repeat, copy and imitate between 10 and 50 single words, signs or simple phrases Occasionally put two words/ signs / symbols together in imitation to communicate Begins to communicate about feelings by selecting from symbol options e.g. happy or sad. Begins to express early language functions e.g. gain attention, request, reject through words or symbols? Uses yes/ no sign appropriately 75% of the time Joins rhyme/ jingles with recognisable babble Spontaneously uses sound/ sign/ symbol to communicate Imitates facial expression Says /gestures "hello" Makes noises to show interaction between puppets 	<ul style="list-style-type: none"> They make attempts to repair misunderstandings without changing the words used, e.g repeating word ~ different intonation or expression. Begins to express likes and dislikes Join in with familiar rhymes/ songs They purposefully combine 2 single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'more drink'. Pupils use a vocabulary of over 50 words Communicates "sorry, please & thank you" when prompted Offers words to describe an action Uses prepared words in performances when prompted Names a variety of common objects Initiates simple conversation with familiar people 	<ul style="list-style-type: none"> Starts using range of speaking styles when talking to self Pupils initiate /maintain short conversations using preferred mode of communication. Over 50% of communication is clear Use prepositions, 'in' or 'on', 'under' 'next to' correctly. Use the pronouns 'my' or 'it', correctly. Begins to ask simple questions Verbalise basic feelings with minimal prompt - happy/ sad/ tired Changes volume of speech as appropriate Uses facial expressions to enhance meaning Uses different speaking styles when using puppets

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	Emerging (SL2b)	Foundations (SL3a)	Foundations (SL3b)
Listening	<ul style="list-style-type: none"> • Pupils respond to others in group situations • Listen to and follows short stories • With support, answer questions about story/ event/ experience e.g. 'Where has the boy gone?' • Chooses to spend time observing peers • Listens/ follows a range of 2 step instructions • Make choices between non tangibles e.g. shall we go to the park or to the shops? • Listens to short pieces of information from staff • Responds promptly to familiar audio cues e.g. fire alarm • Takes object to another person on request • Interacts with familiar adults and peers independently 	<ul style="list-style-type: none"> • Follow instructions containing 4 key words e.g. 'Get the big book about dinosaurs from the library'. • Play Simon says with minimal adult prompt • Identifies common sounds that cannot be seen • Respond to adult questions • Listens for more than 5 mins to a person talking or a story • Asks for meaning or clarification • Echoes new words without prompts • Identify all Phase 2 letter sounds • Understands when it is time to be quiet • Follows 2 unrelated instructions 	<ul style="list-style-type: none"> • Respond appropriately to questions about how, e.g. 'How do we do it?' • Respond appropriately to questions about why, e.g. 'Why do they wear that?' • Use information been given to complete a simple task • Listens in classroom to adult • Responds to others in role play • Identify the initial sounds in CVC and CCVC words • Say if they liked/ disliked a story and why • Maintains concentration for upto 10 minutes during adult led activity • Can be drawn into group situations • Say what to do for 'good listening'
Speaking	<ul style="list-style-type: none"> • Pupils use phrases with up to 3 key words, signs or symbols to communicate about recent events • Use regular plurals correctly. • Leaves space for adult to speak, waits for response • With support answers questions about event/ experience • Use different speaking styles • Express ideas in phrases • Uses I / you / me correctly • Acts out simple stories • Communicates/ interacts during familiar role play experiences • Acts out a directed role e.g. phone 	<ul style="list-style-type: none"> • They communicate ideas about present, past and future events and experiences, using simple phrases and statements, e.g. 'We going cinema on Friday'. • Begins to take turns 1:1 in simple discussions with an adult • Use conjunctions that suggest cause for e.g. 'because,' to link ideas. • Use possessives, e.g. 'John's coat'. • Give simple reasons / explanations for an action • Gives peers a chance to reply during a conversation • Demonstrates sense of humour • Acts out a simple story/ role play activity • Discusses ideas in front of a small group • Takes part in performance / role-play with confidence 	<ul style="list-style-type: none"> • Link up to 4 key words, signs or symbols in communicating about own experiences or in telling familiar stories, both in groups and one-to-one • Use conjunctions to link ideas / add new information • Contribute appropriately one-to-one and in small group discussions and role play. • Talks/ communicates what they are going to do or ideas • Expresses feelings/ views freely on a given subject • Listens and responds to familiar poems and music • Retells a simple story to a small group • Consistently use past / present tense in a range of settings • Speaks to a peer with a puppet • Discusses roles when preparing a performance

Websites, Apps and Resources

Black sheep narrative programme

www.twinkl.co.uk

My choice pad app



PODD

PECS

Makaton

Picture Path

Receptive language assessment app



Forest School

Role-play opportunities

Mud kitchen – descriptions

Orienteering

Crafts with instructions

Dressing and undressing