

	Foundation Stage	Key Stage One		
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Greater Depth
Listening skills	<p>To listen to others one to one or in small groups, when a conversation interests them.</p> <p>To focus attention – still listen or do, but can shift own attention.</p> <p>To be able to follow directions (if not intently focused on own choice of activity).</p> <p>To maintain attention, concentrate and sit quietly during appropriate activity.</p> <p>To have two-channelled attention – can listen and do for short span.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To follow a story without pictures or props.</p> <p>To listen attentively in a range of situations.</p> <p>To give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>To listen to others in a range of situations and usually respond appropriately.</p>	<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>
Following Instructions	<p>To respond to simple instructions, e.g. to get or put away an object.</p> <p>To respond to instructions involving a two-part sequence.</p> <p>To follow instructions involving several ideas or actions.</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p>	<p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Asking and Answering Questions</p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and give explanations. Asks who, what, when and how.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To ask appropriate questions of others.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p>	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Drama, Performance and Confidence</p>	<p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To talk confidently with other children when playing, and will communicate freely about own home and community.</p> <p>To confidently speak to others about own needs, wants, interests and opinions.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To speak confidently in a familiar group, will talk about their ideas.</p>	<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>

Vocabulary Building & Standard English

To begin to use more complex sentences to link thoughts (e.g. using and, because).

To use a range of tenses (e.g. play, playing, will play, played).

To use vocabulary focused on objects and people that are of particular importance to them.

To build up vocabulary that reflects the breadth of their experiences.

To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

To use appropriate vocabulary to describe their immediate world and feelings.

To think of alternatives for simple vocabulary choices.

To start to use subject-specific vocabulary to explain, describe and add detail.

To suggest words or phrases appropriate to the topic being discussed.

To start to vary language according to the situation between formal and informal.

To usually speak in grammatically correct sentences.

To use vocabulary that is appropriate to the topic and/or the audience.

To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.

To discuss topics that are unfamiliar to their own direct experience.

Speaking for a Range of Purposes

To retell a simple past event in correct order (e.g. went down slide, hurt finger).

To talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

To remember and talk about significant events in their own experience.

To talk about why things happen and how things work.

To use language to imagine and recreate roles and experiences in play situations.

To link statements and stick to a main theme or intention.

To use talk to organise, sequence and clarify thinking, ideas, feelings and events.

To introduce a storyline or narrative into their play.

To explain own knowledge and understanding.
To develop their own narratives and explanations by connecting ideas or events.

To organise their thoughts into sentences before expressing them.

To be able to describe their immediate world and environment.

To retell simple stories and recounts aloud.

To talk about themselves clearly and confidently.

To verbally recount experiences with some added interesting details.

To offer ideas based on what has been heard.

To organise what they want to say so that it has a clear purpose.

To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Participating in Discussion</p>	<p>To initiate conversations, attend to and take account of what others say.</p> <p>To listen and respond to ideas expressed by others in conversation or discussion. This is 40-60m not ELG.</p>	<p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>
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