Communication and Language at Evergreen

Listening					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem. Assembly time. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Listen, looking, thinking time, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem. Assembly time, Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Listen, wait, turn, carpet time, join in, hand up, question, song, rhyme, poem, safe, safety, road safety, fire alarm. Discussions around listening and safety such as fire alarms, road safety.	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, asking children questions about stories or work they are completing.	Children show good listening skills and can listen to one another, adults and new people with great skill. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.
Attention					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Carpet, sitting, listening, joining in, hand up, group. Carpet time, visual and verbal reminders to sit and listen	Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Carpet, sitting, listening, joining in, hand up, group, P.E, Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent. Carpet, sitting, listening, joining in, hand up, group, quiet, quietly. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children can maintain attention in different contexts. Children show attention to both peers and adults. Carpet, sitting, listening, joining in, hand up, group, listen. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children are developing their attention skills to both listen and continue with an activity. Sitting, listening, joining in, help. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	Children attend to others in play. Children show good levels of attention during learning tasks. Join in, game, pretend, friend, new, game, different. Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.
Responding					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'. Carpet, sitting, listening, joining in, hand up, story time, book, reading, Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal	Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions. Asking and	Children making predictions about what might happen next in a story. Children discussing both fiction and nonfiction books. Children continuing to build a rapport with friends. Carpet, sitting, listening, joining in, hand up, story time, book, reading, fiction, non-fiction, why, how, questions, predict, pretend.	Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction. Children conversing during group work and play times – adults to	Children keep play going by conversing and extending conversation. Children ask and answer questions Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next. Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,	Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Questions, why, what, when, how, explain, listen, heard, because. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.

and pictorial reminders for sitting and listening.	encouraging children to answer questions about texts. Children conversing and responding during play – modelled to them by adults.	Asking and encouraging children to answer questions about texts – making predictions, Children conversing and responding during play – modelled to them by adults.	model and support. Children listening to stories and answering questions.		
Understanding					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Children following simple 1 step instructions. Children understanding appropriate 'why' questions. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children simple clear instructions.	Children following clear instructions with 2 parts. Instruction, telling, listen, follow, why, question, explain, because. Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.	Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because. Modelling conversations with children and staff, giving children opportunities to talk with new people e.g. asking a doctor questions.	Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall. Explain, because, why, when, what, how, don't understand, retell, vocabulary linked to book language. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story mapping.	Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions. Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions. Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.
Speaking					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play. Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, please, thank you. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Conversation, turn taking, why, because, and, good morning how are you. Adults modelling the use of intonation and exploring expression during guided reading sessions. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day. Learning about rhyme and listening to words that rhyme and creating their own.	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense. Pretend this is, why, because, I think, this morning, last night. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, adults supporting children verbally to use the past tense, recapping activities and the day through conversation or the use of a visual timetable.	Children using talk to clarify their thinking and ideas. Children speaking in well formed sentences. Children using speech to reason and problem solve. Children verbally telling stories. I think, because, why, when, does, and, because, next, after that, let's try. Adults modelling and supporting children to resolve problems, giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. I think, because, why, when, does, and, because, next, after that, let's try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could, Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.