

EYFS
Communication and Language
Long-term planning

Listening and Attention

ELG 1: Children listen attentively in a range of situations.

ELG 2: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

ELG 3: They give their attention to what others say and respond appropriately, while engaged in another activity.

Listens to others one to one or in a small group when the conversation interests them.

Listens to stories with increasing attention and recall.

Joins in with repeated refrains.

Can anticipate key events and phrases in rhymes and stories.

Is able to follow directions.

Maintains attention, concentrates and sits quietly during appropriate activity.

Can listen and do for short span.

Understanding

ELG 1: Children follow instructions involving several ideas or actions.

ELG 2: They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Understands the use of objects (e.g. "What do we use to cut things?")

Shows understanding of prepositions; under, on top, behind.

Beginning to understand 'how' and 'why' questions.

Responds to simple instructions.

Responds to instructions involving a two-part sequence.

Understands humour, e.g. jokes.

Able to follow a story without pictures or props.

Listens and responds to ideas expressed by others in conversation and discussion.

Speaking

ELG 1: Children express themselves effectively, showing awareness of listeners' needs.

ELG 2: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

ELG 3: They develop their own narratives and explanations by connecting ideas or events.

Using more complex sentences to link thoughts, e.g. using 'and' 'because'.

Can retell a simple past event in order.

Questions why things happen, e.g. who, what, when, why.

Gives explanations.

Uses a range of tenses.

Uses intonation, rhythm and phrasing.

Uses vocabulary of particular importance and relevance to them.

Extends their vocabulary, using new words.

Uses language in their imaginary play, recreating experiences.

Links statements and sticks to main theme.

Uses talk to organise and sequence events.

Introduces a storyline or narrative into their play.