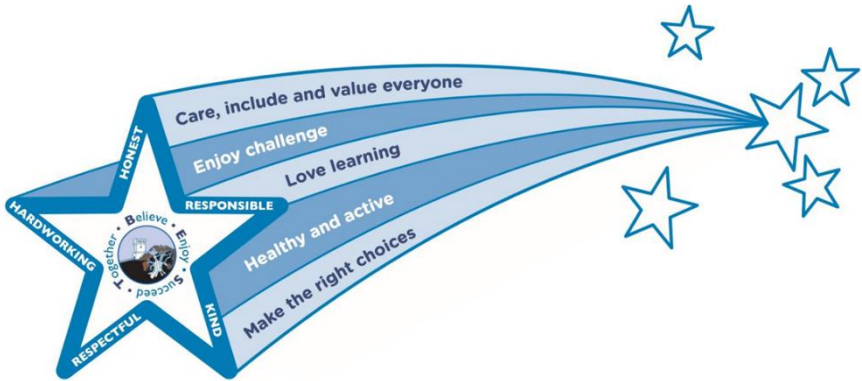


Whitehills Primary School

Our Shared Language of Learning



Listening & Talking Progression Early Level

Introduction

Within Early Level, children will develop learning, knowledge and skills within listening and talking through a variety of activities throughout the day and using a wide range of texts. Throughout this booklet, when referring to 'a text', this should be interpreted in its widest form. Texts not only include those presented in traditional written or print form but also orally, electronically or on film.

This guide will outline the expected progress in listening and talking across Early Level and also after a year of progress within a level. Please be aware that this is a guide and that children progress through learning at different rates so some children may exceed the expectations set below and others will require support to meet the expectations below. At Whitehills we differentiate children's learning to support and challenge all children to progress in their learning at a pace that is suited to their needs.

At least ***two types of listening and talking organisers will be taught per planning block (each term), and one of these will be Tools for Listening and Talking.*** Opportunities will be identified for teaching listening and talking through wider curricular areas, e.g. science, social studies, expressive arts. Children will have the opportunity to engage in learning using Scottish texts and dialects. During Term 3, all classes will have a focus on Scottish poetry and heritage to coincide with Burns Day.

Enjoyment and choice

| By the end of nursery you can expect; |
|---|
| I can, with support, identify rhyming words using objects and pictures |
| I can recognise differences and similarities in the way words sound |
| I understand that different letters make different sounds |
| I can watch others |
| I can join a circle when listening to a story/activity |
| With support, I can select a story I want to hear based on the title and front cover |
| I show an interest in books and stories (e.g. listening to someone read, looking at/listening to clip online) |
| I can begin to join in with my favourite stories, songs and rhymes |
| I can use play and puppets/props to retell parts of simple stories/ songs/rhymes |

Enjoyment and choice

| By the end of P1 you can expect; |
|---|
| I can copy rhythms which are modelled by an adult or peer |
| I can hear rhyming words |
| I can generate a rhyming word from a given word |

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|--|
| I can identify individual sounds within words |
| I can identify combinations of letters which make one sound within words e.g. 'special friends' |
| I can take a turn, repeating the familiar parts, when someone pauses and waits |
| I can sit within a circle/group to listen to a story/activity/simple instruction |
| I can select a book based on the cover, title, author and/or illustrator |
| I can talk about the choice I've made using the terms author, illustrator, title or front cover. |
| I can choose a favourite text and make a comment about this e.g. what I like about this or who the main character is |
| I can retell familiar rhymes, songs and stories, including the use of puppets, props and peers |

Tools for Listening and Talking

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|--|
| By the end of nursery you can expect; |
| I can sometimes wait for a gap before I begin talking |
| I can begin to take non-verbal turns during play e.g. taking their turn on the slide |
| I can use gestures to aid communication e.g. point |
| I can turn my body to face the person I'm talking or listening to |
| I can begin to listen to others when they speak |
| I can show my understanding of choice questions e.g. |

| |
|--|
| do you want milk or water? |
| I can begin to understand and ask 'what' and 'where' questions |
| I can begin to follow some familiar routines |
| I can make comments during play with my peers/adults |

Tools for Listening and Talking

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|---|
| By the end of P1 you can expect; |
| I can try to take turns when listening and talking in group and class activities e.g. My Turn Your Turn (MTYT) or Turn to Your Partner (TTYT) |
| I can, most of the time, take turns during play |
| I can use some appropriate body language when listening to others e.g. eye contact, turning body, shine sitting |
| I can listen to others when they speak |
| I can respond appropriately to others when they speak |
| I can ask 'when', 'what happened', 'where' and 'who' questions |
| I can respond relevantly to questions |
| I can follow familiar routines |
| I can give simple instructions |
| I can follow simple instructions |
| I can begin to talk about my interests |
| I can share my own ideas in small group activities or with my class |

Finding and Using Information

| By the end of nursery you can expect; |
|--|
| I can begin to listen or watch for useful information |
| I can begin to show an interest in new information |
| I can use a range of vocabulary, although I may use this incorrectly |
| I can share one or two basic pieces of factual information about what I have heard or seen |

Finding and Using Information

| By the end of P1 you can expect; |
|--|
| I can listen or watch for useful information |
| I can show some understanding of information I have watched or listened to by asking or answering simple questions |
| I can use new vocabulary which is introduced to me e.g. through writing, social studies, stories |
| I can choose facts or information which are interesting or will help me learn new things |
| I can listen to someone talking or watch a clip and share new learning from this e.g. trip to fire station or able to share some key features of a fire engine |

Understanding, Analysing & Evaluating

By the end of nursery you can expect;

I can begin to ask questions about texts I hear or see

I can answer simple questions about characters/events/settings in stories

I can join in with retelling a familiar text using repetition, props, visuals and/or actions

I can, with support, say what is similar about new stories or texts and those I have heard before

Understanding, Analysing & Evaluating

By the end of P1 you can expect;

I can ask and answer what, where and who questions to support my understanding of a story/text

I can ask and answer when and what happened questions to support my understanding of a story/text

I can suggest what might happen next in a text/story e.g. she is putting on her boots; I wonder what might happen next

I can fill in the next word when listening to a familiar story/song e.g. when teacher pauses and waits

I can fill in the next word when listening to an unfamiliar text using picture clues

Creating Texts

| By the end of nursery you can expect; |
|--|
| I can play with others in a role-play environment, re-enacting things I've seen in the world around me |
| I can share experiences and feelings with others through play |
| I can recount experiences I have had |
| I can share familiar stories through play |
| I can respond to the correct modelling of vocabulary |

Creating Texts

| By the end of P1 you can expect; |
|--|
| I can play with others in a role-play environment, contributing my own ideas in small group play |
| I can share experiences, feelings, ideas and information with others through play and in discussions |
| I can recount experiences, stories and events in a logical sequence, using sequencing language modelled by an adult e.g. first, next, finally, in the afternoon, at night etc. |
| I can share familiar stories through play and discussion |
| I can invent my own stories and share them through play |
| I can use new vocabulary and phrases appropriately |
| I can play with others in a role-play environment, contributing my own ideas in small group play |
| I can share experiences, feelings, ideas and information with others through play and in discussions |