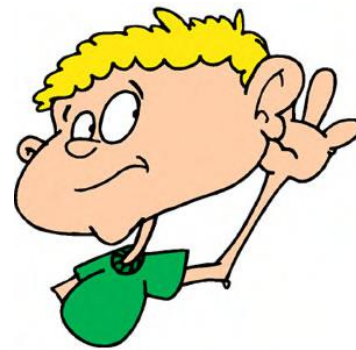




**West Road  
PRIMARY SCHOOL**

**End of Year**

# **Expectations for Speaking and Listening**



This booklet provides information for parents and carers about the age related expectations for speaking and listening in both the nursery and reception classes. These expectations are based on the age related standards for each year group as set out in the Early Years Foundation Stage Curriculum. All the speaking and listening objectives set out in this booklet are worked on throughout the year. They will be the focus for direct teaching and challenges set out within their play.

If you have any queries regarding these expectations or you want to know more on the best ways to help your

# **What do the end of year expectations mean for Nursery ?**

Children who are 3 are 36 months old

Children who are 4 are 48 months old

Children entering Nursery should be secure in the developmental range of 22-36 months and working within some aspects of 30-50 months.

By the end of the Nursery year they should have achieved the outcomes in 30-50 months and reached aspects of 40-60 months.

# **What do the end of year expectations mean for Reception ?**

Children who are 4 are 48 months old

Children who are 5 are 60 months old

Children entering reception should be secure in the developmental range of 30-50 months and working within some aspects of 40-60 months.

By the end of the reception year they should have achieved the outcomes in 40-60 months and reached the expected levels in the Early Learning goals.

In the final term of the EYFS practitioners/ teachers must review information from all sources to make a judgement for each child, for each Early Learning Goal. The judgement must say whether the child's learning and development is:

- 1) best described by the level of development expected at the end of the EYFS (**expected**).
- 2) not yet at the level of development expected at the end of the EYFS (**emerging**).
- 3) beyond the level of development expected at the end of the EYFS (**exceeding**)

## Descriptors from the Development Matters

Prime Area		Communication and Language Development		
a	b	c	d	e
22-36 months	30-50 months	40-60 months	Early Learning Goals	Exceeding
<b>Listening and Attention</b>				
Listens with interest to the noises adults make when they read stories.	Listens to others one to one or in small groups, when conversation interests them.	Maintains attention, concentrates and sits quietly during appropriate activity.	Children listen attentively in a range of situations.	<i>Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</i>
Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	Listens to stories with increasing attention and recall.	Two-channelled attention can listen and do for short span.	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	
Shows interest in play with sounds, songs and rhymes.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.		They give their attention to what others say and respond appropriately, while engaged in another activity.	
Single channelled attention. Can shift to a different task if attention fully obtained using child's name helps focus.	Focusing attention still listen or do, but can shift own attention.			
	Is able to follow directions (if not intently focused on own choice of activity).			

## Descriptors from the Development Matters

Prime Area		Communication and Language Development		
a	b	c	d	e
22-36 months	30-50 months	40-60 months	Early Learning Goals	Exceeding
<b>Understanding</b>				
Identifies action words by pointing to the right picture, e.g., "Who's jumping?"	Understands use of objects (e.g. "What do we use to cut things?")	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	Children follow instructions involving several ideas or actions.	<i>After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.</i>
Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Able to follow a story without pictures or props.	They answer 'how' and 'why' questions about their experiences.	
Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).	Responds to simple instructions, e.g. to get or put away an object.	Listens and responds to ideas expressed by others in conversation or discussion.	They answer 'how' and 'why' questions in response to stories or events.	
Developing understanding of simple concepts (e.g. big/little).	Beginning to understand 'why' and 'how' questions.			
	Is able to follow directions (if not intently focused on own choice of activity).			

## Descriptors from the Development Matters

Prime Area		Communication and Language Development		
a	b	c	d	e
22-36 months	30-50 months	40-60 months	Early Learning Goals	Exceeding
<b>Speaking</b>				
Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Children express themselves effectively, showing awareness of listeners' needs.	<i>Children show some awareness of the listener by making changes to language and non verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i>
Holds a conversation, jumping from topic to topic.	Can retell a simple past event in correct order (e.g. Went down slide, hurt finger )	Uses language to imagine and recreate roles and experiences in play situations.	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	
Learns new words very rapidly and is able to use them in communicating.	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Links statements and sticks to a main theme or intention.	They develop their own narratives and explanations by connecting ideas or events.	
Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.	Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.		
Uses a variety of questions (e.g. what, where, who).	Uses a range of tenses (e.g. play, playing, will play, played).	Introduces a storyline or narrative into their play.		

## Descriptors from the Development Matters

Prime Area		Communication and Language Development		
a	b	c	d	e
22-36 months	30-50 months	40-60 months	Early Learning Goals	Exceeding
<b>Speaking continued...</b>				
Uses simple sentences (e.g. 'Mummy gonna work.')	Uses intonation, rhythm and phrasing to make the meaning clear to others.			<p><i>Children show some awareness of the listener by making changes to language and non verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i></p>
Beginning to use word endings (e.g. going, cats).	Uses vocabulary focused on objects and people that are of particular importance to them.			
	Builds up vocabulary that reflects the breadth of their experiences.			
	Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'			

# **The EYFS and speech, language and communication.**

## **Why is it so important ?**

The development and use of speech, language and communication are at the heart of young children's learning. Much teaching is delivered verbally; and children require good communication skills to make friends, to participate in group activities and to develop higher-level thinking skills. Children's later achievements are dependent on their ability to communicate effectively. It is vitally important to ensure that we do everything that we can to help all children to become skilful and confident communicators.

### **The EYFS tells us that from birth onwards children should be helped to develop:**

- language for communication;
- language for thinking;
- linking of sounds and letters;
  - reading;
  - writing.

In order to progress to become competent readers and writers, children need to have developed good speech, language and communication skills. They need to be able to understand – to comprehend – language, as well as developing the skills to use language to express themselves. Children need to have well developed vocabularies, with a real depth of understanding of the meanings of words. Most children will do this using oral language, but some children may need to use augmentative methods of communication, such as signing.

*( Ref: National strategy supporting children with speech, language and communication needs in the EYFS guidance booklet )*



## **Why do some children have speech, language and communication needs ?**

There may be a variety of reasons why children experience difficulties or delay in their speech, language and communication development.

### **Some possible causes are:**

- ear infections – if a child has many ear infections, they may be unable to hear words, or hear distorted sounds, or find it confusing and tiring to focus on verbal communication;
- specific difficulties in using their oral muscles effectively, which may affect their speech – for example, if a child has cerebral palsy;
- difficulties that are passed down through families;
- problems during pregnancy or birth that affect children's developing brains and contribute to their speech and language difficulties as part of a wider developmental delay;
- a recognised syndrome or disorder that causes communication difficulties;
- a lack of stimulation and support to provide the rich language experiences necessary to develop their speech, language and communication skills.

For most children, there is no clear cause when they are so young.

# Communication and Language Expectations

## End of Nursery

- Listens carefully to others one to one and in small groups.
- Listens to stories with good attention and talking about the stories.
- Joins in with stories and rhymes.
- To know and say some nursery rhymes correctly.
- Follows simple directions.
- Can still maintain attention on something and listen at the same time.
- Understand positional words when following an instruction...on top, under, inside, next to, behind.
- Responds independently to simple instructions such as put your shoes on, put an object in a certain place.
- Use more complex sentences to link ideas. E.g. "I am going to the park and I can go on the big slide."
- They can talk about somethings that have happened to them, connect ideas and predict what might happen.
- They can answer and ask questions about... who, what, when and how.
- Use their speech clearly so others can hear and understand them.



- Develop their vocabulary about things and people that are close to them and their experiences.

- Use talk in their pretend play.



# Communication and Language Expectations

## End of Reception

- They can maintain good attention and concentration during discussions, stories and activities.
- They can sit quietly and listen during discussions, stories and activities.
- They listen very carefully in different situations.
- They can listen to what others say whilst still getting on with what they are doing.
- They can follow more complex instructions with two parts, e.g " go and get your coat and then your water bottle. "
- They can follow a story without props or pictures, and talk about the story.
- They listen well to others and what they have to say. They respond to what they have heard through talk, asking questions and giving answers.
- They answer 'how' and 'why' questions which are a higher understanding of information than 'who', 'what', 'when', 'where' questions.
- They extend and develop their vocabulary through their experiences both at home and school.
- They use language more competently in their imaginative play with a wider vocabulary.
- They can stick to a theme during a discussion and they don't go off talking about something unconnected.
  - They use talk well to share ideas, feelings and events.
  - They can develop their own stories and ideas in their play.



# A good listener



*A good listener:*

*Tries to keep still and sits nicely.*



*A good listener:*

*Sits quietly.*



*A good listener:*

*Looks at the speaker.*



*A good listener:*

*Keeps their hands to themselves.*



*A good listener:*

*Tries to remember what the speaker has said.*



*A good listener:*

*Waits to talk and puts their hand up.*