

Developmental Stages in Learning for Foundation Stage

COMMUNICATION Continuum – TALKING AND LISTENING

Requirements for Communication

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role-plays and presentations;

- contribute comments, ask questions and respond to others' points of view;

- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;

- structure talk so that ideas can be understood by others;

- speak clearly and adapt ways of speaking to audience and situation;

- use non-verbal methods to express ideas and engage with the listener.

Teachers should provide opportunities for pupils to use the skill of Communication across the curriculum in play, topic work and all Areas of Learning.

The statements that begin 'the teacher' and 'the pupils' are examples only. They describe **possible** teacher action and pupil behaviour to illustrate each stage.

From	To	Expansion of the Levels of Progression: Level 1
<p>Pupils can:</p> <ul style="list-style-type: none"> listen to a range of stimuli; The teacher introduces songs and music where repetitive language is a feature and provides percussion instruments to highlight the rhythm and sound of language. <i>Assessment opportunity:</i> The pupils listen and participate in activities, making a spontaneous response. develop talk by using role-playing stories; The teacher participates in role-play sessions and introduces appropriate vocabulary to extend pupils' use of language. <i>Assessment opportunity:</i> The pupils engage in spontaneous role-play. participate in a range of talking and listening activities;¹ The teacher provides a wide range of activities and resources throughout the day to promote language development. <i>Assessment opportunity:</i> The pupils participate in activities, talking about what they have done, read or heard. listen to and carry out simple instructions; The teacher sets up and models situations which require pupils to listen and carry out instructions as part of everyday routines. <i>Assessment opportunity:</i> The pupils understand that instructions require a response. ask and answer simple questions; The teacher plans modelled and shared opportunities in everyday situations to show how to ask and answer questions. <i>Assessment opportunity:</i> The pupils understand that questions require a response. talk about experiences; The teacher provides opportunities to engage pupils in informal discussions. <i>Assessment opportunity:</i> The pupils talk about their personal experiences and answer questions. show awareness of social conventions. The teacher provides opportunities for pupils to talk in different contexts and model appropriate social interactions. <i>Assessment opportunity:</i> The pupils show some awareness of turn-taking and sharing. 	<p>Pupils can:</p> <ul style="list-style-type: none"> listen attentively to a range of stimuli; The teacher provides a range of interesting and varied resources, for example music, sounds, poetry, counting rhymes and jingles, and encourages the pupils to make a personal response. <i>Assessment opportunity:</i> The pupils listen attentively and respond through music making, movement, art and rote counting activities. talk and express their ideas through role-play; The teacher creates environments that encourage pupils to engage in spontaneous, make believe play and role-play and intervenes appropriately to extend their thinking. <i>Assessment opportunity:</i> The pupils express some thoughts, ideas and feelings through play. participate in a widening range of talking and listening activities; The teacher provides different purposes for talking and listening to help pupils describe or explain ideas, for example conversations, partner work and group discussion. <i>Assessment opportunity:</i> The pupils demonstrate their ability to talk and listen for different purposes, for example retell a story or recount personal experience. listen to and carry out basic instructions; The teacher provides a wide range of opportunities which require pupils to respond to instructions. <i>Assessment opportunity:</i> The pupils listen to and follow simple instructions. ask and answer questions; The teacher sets up situations using a range of stimuli to promote opportunities for simple questioning. <i>Assessment opportunity:</i> The pupils show their understanding by beginning to answer and ask questions. talk about events and experiences; The teacher involves pupils in purposeful conversations, for example by introducing topics and discussing pictures and artefacts. <i>Assessment opportunity:</i> The pupils participate in conversations as speaker and listener, talking about personal experiences. demonstrate some social conventions.² The teacher provides opportunities to talk in groups in different contexts. <i>Assessment opportunity:</i> The pupils are able to listen to others and respond, demonstrating some social conventions. 	<p>In familiar situations, when listening to and responding to a range of stimuli, pupils can:</p> <ul style="list-style-type: none"> listen for information; Pupils can make sense of what they have heard and respond appropriately to it. take on the role of someone else; Pupils are able to behave and speak as if they are someone else, for example taking on the role of a doctor making a diagnosis and asking for a syringe, etc. understand short explanations and simple discussions; Pupils can get the gist of what is being explained to them and join in with others in simple discussions, such as talking with their 'response partner' (talking partner). follow short, straightforward instructions; Pupils are able to listen to simple instructions such as 'Put your litter in the bin' and carry them out. ask and answer questions for specific information; Pupils ask simple questions when they want to know something in particular and give basic answers to questions. use vocabulary from within their experience to describe thoughts and feelings; talk about their experiences; Pupils give an account of what has happened so that others can understand it, for example talk about the places they have visited, people they have met or things they have done. speak audibly to be heard and understood; make eye contact and take turns whilst engaging in conversation. Pupils look at someone when they are speaking to them and give others an opportunity to speak, for example when working together in pairs or small groups.

References are to CCEA's *Language and Literacy in the Foundation Stage* series of booklets, available at www.nicurriculum.org.uk:

¹ *Talking and Listening* page 2 ² *Talking and Listening* pages 3 to 5