English Intent Document

Communications Skills

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| **Early Learning Goal** | | **Steps to achieve goal** | | **Exceeding Descriptors** | |
| **Listening and attention**  Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  **Understanding**  Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  **Speaking**  Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They developed their own narratives and explanations by connecting ideas or events. | | ***40+-60 months***  Maintains attention, concentrates and sits quietly during appropriate activity.  Two-channelled attention – can listen and do for short span.  ***40+-60 months***  Respond to instructions involving a two-part sequence.  Understands humour, e.g. nonsense rhymes, jokes.  Able to follow a story without pictures or props.  Listens and responds to ideas expressed by others in conversation or discussion  ***40+-60 months***  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  Uses language to imagine and recreate roles and experiences in play situations.  Links statements and sticks to main theme or intention.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduces a storyline or narrative into their play. | | 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.    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.  Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often. They use a range of vocabulary in imaginative ways to add information, express ideas to explain or justify actions or events. | |
| To listen carefully and understand  To develop a wide and interesting vocabulary  To speak with clarity  To tell stories with structure  To hold conversations and debates | **Milestone 1**  Sift information and focus on the important points.  Seek clarification when a message is not clear.  Understand instructions with more than one point.  Use subject specific vocabulary to explain and describe.  Suggest words or phrases appropriate to the topic being discussed.  Identify homophones  Speak in a way that is clear and easy to understand.  Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.  Identify syllables within words.  Ensure stories have a setting, plot and a sequence of events.  Recount experiences with interesting detail.  Predict events in a story.  Give just enough detail to keep the audience engaged.  Take turns to talk, listening carefully to the contributions of others.  Vary language between formal and informal according to the situation.  Add humour to a discussion or debate where appropriate. | | **Milestone 2**  Engage in discussions, making relevant points.  Ask for specific additional information to clarify.  Understand the meaning of some phrases beyond the literal interpretation.  Use time, size and other measurements to quantify.  Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.  Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.  Use verbs with irregular endings.  Use a mixture of sentence lengths to add interest to discussions and explanations.  Use intonation to emphasise grammar and punctuation when reading aloud.  Bring stories to life with expression and intonation.  Read the audience to know when to add detail and when to leave it out.  Make relevant comments or ask questions in a discussion or a debate.  Seek clarification by actively seeking to understand others’ points of view.  Respectfully challenge opinions or points, offering an alternative. | | **Milestone 3**  Understand how to answer questions that require more than a yes/no or single sentence response.  Recognise and explain some idioms.  Understand irony (when it is obvious).  Use adventurous and sophisticated vocabulary.  Explain the meaning of words, offering alternatives.  Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.  Vary the length and structure of sentences.  Ask questions and make suggestions to take an active part in discussions.  Comment on the grammatical structure of a range of spoken and written accounts.  Narrate detailed and exciting stories.  Use the conventions and structure appropriate to the type of story being told.  Interweave action, character descriptions, settings and dialogue.  Negotiate and compromise by offering alternatives.  Debate, using relevant details to support points.  Offer alternative explanations when others don’t understand. |