|  |
| --- |
| **COMMUNICATION AND LANGUAGE:** **LISTENING AND ATTENTION** |
| **EXCEEDING**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. They can listen in a larger group, for example, at assembly. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| How to listen to and follow a story without pictures or props | * Tell some stories as well as reading them
* Invite guests to talk to the children and observe children’s abilities to listen and report back on what they heard
 |
| How to listen to, clarify and follow instructions | * Observe if a child checks instructions if they are unclear
 |
| How to listen in a larger group | * Give children opportunities to do this, e.g. attending assemblies, pantomime, science show, etc.
* Give them the opportunity to report back on what they heard by talking or drawing/ writing
 |
| **ELG**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. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| How to listen and respond to others, including whilst engaged in another activity | * Talk to children as they play, and observe how they listen and respond to each other whilst playing
 |
| How to talk about stories and anticipate events | * Model ‘thinking aloud’ when reading stories – use this to talk about stories and suggest what might happen next
* Encourage children to talk about stories they have listened to or read.
* Use ‘Our Favourite Five’ to develop children’s ability to retell and talk about familiar stories
* Read different versions of familiar stories, such as ‘The Three Little Wolves and the Big Bad Pig’
* Encourage children to ask questions about stories
* Use stories with repeated phrases and encourage children to join in
 |
| How to listen | * Talk about what makes a good listener, and work together to make some rules for listening
* Use puppets or props
* Model being a good listener!
* Play simple listening games, including those which involve listening for a signal such as ‘Simon Says’ and turn-taking, e.g. ‘Tommy Thumb’
* Plan opportunities for children to listen to each other singing a song or talking about experiences
* Provide opportunities to listen to different sounds and use the associated vocabulary, such as ‘long’, ‘short’, ‘high’, ‘low’
* Have a ‘Listening Area’ where children can enjoy rhymes and stories
 |