**Listening and Talking Planner- Early- Incorporating Milestones AND Benchmarks**

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| **Organisers** | **E's and O's** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
| **Enjoyment and choice**within a motivating and challenging environment developing an awareness of the relevance of texts in my life. | I enjoy exploring and playing with patterns and sounds of language and can use what I learn. ***LIT 0-01a/LIT 0- 11a/LIT 0-20a***I enjoy exploring and choosing stories and other texts to watch, read and listen to, and can share my likes and dislikes. ***LIT 0-01b/LIT 0-******11b***I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.***LIT0-01c*** |   | * With support I play with patterns and sound.
* I can respond to the rhythmic patterns in songs and music.
* I can anticipate and complete lines in familiar nursery rhymes / stories.
* With support, I can choose stories and other texts to watch, read or listen to, and can share my likes and dislikes.
* I can share my ideas with friends.
* I have favourite stories and can give a simple outline of what happened.
* I can name characters in familiar stories.
* I can guess what might happen next
* I can use sounds of speech to communicate effectively.
* I can identify sounds and blend them together to make words.
* I can link patterns and sounds to my reading and writing.
 | * Shows a simple reflex response to an individual stimulus
* Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities.
* Shows awareness of something happening:
	+ Gives a quick and fleeting response
	+ Gives inconsistent response
	+ Gives more consistent attention and response.
* Gives shared attention to a range of sensory stimuli, objects, people and/or activities.
* Anticipates within familiar routines and situations
* Shares a consistent response in familiar routines and situations.
* Shows understanding of a sequence of activities within a familiar routine.
* Demonstrates extended attention within familiar settings.
 |
|  |  | * I can listen and learn new words and use them in my stories.
 | * Demonstrates extended attention

within unfamiliar settings. |
|  |  | * I use available information to make decisions about choosing texts.
* I actively explore stories and other texts, I choose to listen in
 | * Shows pleasure/displeasure

through:* + Non-verbal or physical response
	+ Verbal response.
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|  |  |  | order to give a response and can explain my choice.* I enjoy listening and responding to stories, events and characters and can explain why.
* I can suggest an alternative ending to a familiar story.
* I am beginning to understand

some of the underlying themes in a story. | * Accepts or rejects in response to sensory stimuli, objects, people and/or activities
* Indicates preferences in response to sensory stimuli, objects, people and/or activities
* Consistently shows and expresses preference to sensory stimuli, objects, people and/or

activities. |
| * I can share my ideas with a wider audience (group, class etc)
 | * Communicates basic needs that enables them to be understood by others (for example,

more/again/finished/enough/stop) |
|  | * Makes a choice using:
	+ Real objects
	+ Photos
 |
|  | * Symbols
 |
|  | * Shows a response to familiar characters, songs, rhymes and/or

stories |
|  | * Generates meaningful vocalisations in response to familiar stimuli, objects, people

and/or activities |
|  | * Demonstrates likes or dislikes for characters, songs, rhymes and/or
 |
|  | stories |
|  | * Anticipates and responds to known events in familiar texts, songs, rhymes and/or stories
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|  | * Joins in with actions, signs and/or movements relating to familiar

texts, songs, rhymes and stories |

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| **Tools for listening, talking and communicating**to help me when interacting or presenting within and beyond my place of learning. | As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to speak and when to listen.***LIT 0-02a/ENG 0-******03a*** |  | * With support I know when it is my turn to talk or listen.
* With support I respond to facial expression, gesture, intonation and gesture when listening.
* I can take turns when listening and talking in conversations.
* I can listen to and responds to others.
* I understand the protocols of conversation and discussion.
* I use appropriate body language

/ facial expression when listening and talking. | * Shows awareness of people and activities.
* Tolerates other people within their space
* Demonstrates a clear reaction to people and activities
* Responds to facial expressions and/or body language.
* Shows a response to a social interaction with familiar people and activities.
* Shows a response to a social interaction with unfamiliar people and activities
* Imitates, during interactions, using vocalisations and/or body movements.
* Maintains an interaction for a brief period
* Terminates an interaction (may be unconventional)
* Terminates an interaction in a conventional way (for example, saying bye or all done)
* Initiates an interaction with a familiar person or in a familiar situation (for example, through play)
* Initiates an interaction with an unfamiliar person or in an unfamiliar situation
* Takes turns in an interaction with a familiar person or in a familiar
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|  |  |  |  | situation (for example, through play)* Takes turns in an interaction with unfamiliar people and/or unfamiliar settings
* Responds consistently to routines which are spoken or written
* Identifies named objects, pictures or symbols consistently
* Listens and responds to different words and phrases appropriately
* Can use single words to communicate
* Can use a few words together to communicate
* Uses short phrases to communicate
* Shows awareness of others in a conversation
* Demonstrates an awareness of others by taking turns.
* Joins in with a conversation using a preferred mode of communication
* Uses sentences to communicate
* Responds to simple questions by non-verbal or verbal means
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| **Finding and using information**-when listening to, watching and talking abouttexts with | I listen or watch for useful or interesting information, and I use this to make choices or learnnew things. |  | * I can listen and learn new things.
* With support I can make choices based on what I have heard or seen to learn new things.
* I can use what I learn in different ways.
 | * Notices stimuli.
* Follows/tracks a stimulus when it moves.
* Looks around for disappearing stimuli.
* Explores toys and objects using one or two senses
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| increasingly complex ideas. structures and specialist vocabulary. | ***LIT 0-04a*** |  | * I can recognise and use useful or interesting information.
 | * Explores toys and objects with a wide range of senses
* Demonstrates an interest in environment
* Shows preference for toys and objects
* Recognises that repeated actions leads to particular effects (cause and effect).
* Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities
* Seeks a preferred or favourite toy or object in a familiar place
* Returns a familiar toy or object to a familiar place
* Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression
* Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering can, feeds a doll using a bottle
* Shows awareness of a change or difference in a familiar activity or routine
* Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities
* Begins to initiate or complete a familiar routine (for example,
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|  |  |  |  | transitions between activities, daily hygiene activities)* Understands and responds to objects, pictures, symbols and/or

key words from a familiar story, song or rhyme* + Makes a choice between a few objects, characters, songs,

rhymes and/or stories based on information presented to them |
| **Understanding analysing and evaluating**-investigating and/or appreciating text with increasingly complex ideas, structures and specialist vocabulary for different purposes. | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.***LIT 0-07a/LIT 0-******16al******ENG 0-17a*** |  | * I can ask questions to help me learn.
* I can share my thoughts and feelings.
* I am beginning to make connections between new and

familiar experiences or stories.* I can use what I have experienced or already know to make connections
* and help me understand what I am learning about.
* I can share my thoughts and feelings in a way that others can

understand.* I can make connections between

a range of texts and my life. | * Responds to repetitive words in a story or text
* Anticipates repetitive words in familiar stories or rhymes
* Responds to repetitive elements within stories
* Recognises omissions and alterations to familiar song,

rhyme, story or text* Recalls some aspects of a song, rhyme, story and/or text
 |
| **Creating texts** applying the elements othersuse to create different types of short andextended texts | Within real and imaginary situations, I share experiences and feelings, ideas and information ina way that |  | * I can retell experiences, sharing what I have been doing.
* I can share information based on real life or imaginary events as I play.
* I can tell others how I feel.
 | * Shows basic emotions (happy, sad, angry, scared, surprised and

disgust) through behavioural, physical, facial and vocal expression.* Reacts in some way to the

emotions of others |





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| with increasinglycomplex ideas, structures and vocabulary. | communicatesmy message.***LIT 0-09a***I enjoy exploring events and stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. ***LIT 0-09b/LIT 0-******31*a**As I learn and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.***LIT0-10a*** |  | * I can talk about the main events and characters in a story or text.
* I can explore characters and tell stories based on real life or from familiar stories.
* I show an interest in learning new words and ask what unfamiliar words mean.
* With support I can use new vocabulary I have learned to express ideas and feelings.
* I can talk about experiences and events recounting in a logical sequence.
* I can use a range of words to express my feelings or understanding of the feelings of others or imaginary characters.
* I can retell a story with a clear structure and sequence.
 | * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities
* Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities
* Shows emotional responses to a range of sensory stimuli, objects , people and/or activities
* Copies the emotional responses of others in their facial expression and body gestures
* Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols)
* Demonstrates pleasure in response to feedback from others
* Demonstrates a sense of achievement through behavioura,l physical , facial and/or vocal

expression |
|  |  |  | * Attempts to self soothe (may be unconventional)
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|  |  |  | * Tolerates an adult's attempts to intervene when distressed
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|  |  |  | * Accepts redirection when distressed
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|  |  |  |  | * Uses a range of sensory stimuli, objects and/or activities to self soothe at the direction of others
* Responds to adult support when distressed
* Selects a range of sensory stimuli, objects and/or activities to self soothe
* Seeks adult support when distressed
* Begins to regulate emotional response by using a range of sensory stimuli, objects, people and/or activities
* Demonstrate that they can follow pattern, sequence in a song, rhyme, story or text by joining in
* Shares a familiar experience demonstrating some awareness of sequence and structure
* Expresses ideas through different types of play
* Creates imaginary characters, rhymes and/or stories and communicates these to others
* Begins to identify new vocabulary and can use this to convey their ideas, thoughts and feelings.
* Creates a text using an alternative method, e.g. photographs,

symbols, etc |

