**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 |
|  | * 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 |
| **Finding and using information**  -when listening to, watching and talking about  texts with | I listen or watch for useful or interesting information, and I use this to make choices or learn  new 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 others  use to create different types of short and  extended texts | Within real and imaginary situations, I share experiences and feelings, ideas and information in  a 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 increasingly  complex ideas, structures and vocabulary. | communicates  my 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) |
|  |  |  | * Tolerates an adult's attempts to intervene when distressed |
|  |  |  | * 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 |

