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

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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| **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*** |  | * 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   o 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. |
|  |  | * Demonstrates extended attention within unfamiliar settings. |
|  |  | * Shows pleasure/displeasure through:   + Non-verbal or physical response   + Verbal response. |

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|  |  |  | * 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. * 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*** |  | * 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   situation (for example, through play) |

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|  |  |  | * 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 increasingly complex ideas.  structures and | I listen or watch for useful or interesting information, and I use this to make choices or learn new things.  ***LIT0-04a*** |  | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses |  |

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| specialist vocabulary. |  |  | * 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 behavioura,l 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, transitions between activities, daily   hygiene activities) |

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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * 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 0-16a/ ENG 0-17a*** |  | * 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 with increasingly complex ideas, structures and vocabulary. | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.  ***LIT0-09a***  I enjoy exploring  events and stories and other texts and I |  | * 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 * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or   activities |  |

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|  | use what I learn to invent my own, sharing these with others in imaginative ways.  ***LIT 0-09b/LIT 0-31a***  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.  ***LIT 0-10a*** |  | * 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 |
|  | * Uses a range of sensory stimuli, objects and/or activities to self   soothe at the direction of others |
|  | * Responds to adult support when distressed |

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|  |  |  | * 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 |  |