**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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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * 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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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| **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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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * 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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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| 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 differentpurposes. | 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 othersuse 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 exploringevents 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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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  | 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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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * 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 |  |