

# Communication and Language – Listening, Attention and Understanding

## ELG - Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



### **Development matters statements**

- Understand how to listen carefully and why listening is important. (R)
- Learn new vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- *Listen to and talk about stories to build familiarity and understanding.*
- *Engage in storytimes (R)*

### **Birth to 5**

#### **Band 6 (Reception)**

#### **Listening and Attention**

- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

#### **Understanding**

- Understands a range of complex sentence structures including negatives, plurals and tense markers
- Beginning to understand humour, e.g. nonsense rhymes, jokes
- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion
- Understands questions such as who; why; when; where and how

## ELG: Listen attentively and respond appropriately with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

### **Baseline**

- Enjoy listening to longer stories and can remember much of what happens. (DM 3-4)
- Pay attention to more than one thing at a time, which can be difficult. (DM 3-4)
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. (DM 3-4)
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” (DM 3-4)
- *Listens to familiar stories with increasing attention and recall (Bto5 Range 5)*
- *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (Bto5 Range 5)*
- *Is able to follow directions (if not intently focused) (Bto5 Range 5)*
- *Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box (Bto5 Range 5)*
- *Beginning to understand why and how questions (Bto5 Range 5)*

### **Listening attentively**

### **Autumn 1**

#### **Listening**

- Understands what whole body listening (good listening behaviours) looks like but may need adult prompting for whole class discussions.

### **Respond appropriately**

- May be influenced by their peers responses to a book – eg. laughs because their friend has laughed.
- May repeat responses that others have given to jokes or problems in stories.

	<ul style="list-style-type: none"> <li>· Begins to use whole body listening when an adult reads short stories or when listening to rhymes and songs in small groups with adult prompts</li> <li>· Understands why it is important to listen.</li> <li>· Listens more attentively and remembers simple stories with pictures or props.</li> </ul> <p><b>Attention</b></p> <ul style="list-style-type: none"> <li>· Maintain attention in whole class and small group contexts for a short time.</li> <li>· Listens and attends to a dialogue in a small group of 3 or more children.</li> <li>· May find it difficult to pay attention to more than one thing at a time.</li> </ul>	<ul style="list-style-type: none"> <li>· Begins to join in with repeated phrases in books with adult prompts, engaging in story times, rhymes and poems.</li> <li>· Understands and responds accurately to who, what, where and when questions.</li> <li>· Begins to understand why and how questions.</li> </ul>
<p><b>Autumn 2</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>· Uses whole body listening when an adult reads short stories, songs or rhymes in whole class discussions and small groups with adult prompts.</li> <li>· Listens more attentively and remembers simple stories with pictures or props.</li> </ul> <p><b>Attention</b></p> <ul style="list-style-type: none"> <li>· Engage in stories that are familiar and new with interest and enjoyment.</li> <li>· Listens to familiar stories with increasing attention and recall.</li> <li>· Is beginning to listen and maintain attention in familiar and new situations such as e.g., whole school assembly or PE sessions in the hall.</li> <li>· Can shift attention when required e.g., when given a clear prompt - 'name'.</li> </ul>	<ul style="list-style-type: none"> <li>· Is beginning to respond appropriately to problems or jokes in books</li> <li>· Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.'</li> <li>· Joins in with repeated refrains and anticipates key events and phases in stories, rhymes or songs.</li> <li>· Makes relevant comments when listening to a story</li> <li>· Responds to why and how questions with accurate answers.</li> </ul>
<p><b>Spring</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>· Can explain what whole body listening looks like and understands why this is important. e.g., understand they need to look at who is talking to them and think about what they are saying.</li> <li>· Can use whole body listening when an adult reads stories, song and rhymes in a whole class discussions or small groups without adult prompts.</li> <li>· Is beginning to listen attentively in an increasingly wider range of situations.</li> <li>· Listens more attentively to stories without pictures and props.</li> </ul> <p><b>Attention</b></p> <ul style="list-style-type: none"> <li>· Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</li> <li>· Maintains attention in different contexts, attend to peers and adults that are familiar and unfamiliar.</li> <li>· May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul>	<ul style="list-style-type: none"> <li>· Understands and responds appropriately to problems or jokes in books.</li> <li>· Comments and engages in conversation around texts, making predictions about what might happen next or story endings in response to texts read.</li> <li>· Begins to listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.</li> <li>· Begins to ask why and how questions. Eg. Why is the wolf dressed as the granny?</li> </ul>
<p><b>Summer</b></p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>· Knows and uses whole body listening, listening attentively in a range of situations such as whole class discussions, listening to stories and small group discussions without adult prompts.</li> <li>· Listens attentively to stories without pictures and props.</li> </ul> <p><b>Attention</b></p>	<ul style="list-style-type: none"> <li>· Responds appropriately to jokes, riddles, problems and emotions in stories. Eg. Gasps when the big bad wolf appears or laughs at humour in a story.</li> <li>· Is able to respond to stories, poems, songs and non fiction texts, asking questions and making comments, showing interest in and using new vocabulary explored.</li> <li>· Understands and responds accurately to who, what, where and when questions.</li> </ul>

<ul style="list-style-type: none"> <li>· Maintain attention in whole class and small group contexts for an increased length of time.</li> <li>· Integrated attention – can listen and do in range of situations with range of people; children can now carry out a task, focus their attention in various sized groups, ignore distractions and maintain their attention for a reasonable length of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and responds to why and how questions. Eg. Why is the wolf dressed as the granny?</li> </ul>
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<b>ELG: Make comments about what they have heard and ask questions to clarify their understanding;</b>		
<b>Baseline</b>	Enjoy listening to longer stories and can remember much of what happens. (DM 3-4) Pay attention to more than one thing at a time, which can be difficult. (DM 3-4) <i>Focusing attention – can still listen or do, but can change their own focus of attention (Bto5 Range 5)</i> <ul style="list-style-type: none"> <li>• Understands use of objects (e.g. <i>Which one do we cut with?</i>) (Bto5 Range 5)</li> <li>• Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture (Bto5 Range 5)</li> </ul>	
	<b>Makes comments</b>	<b>Asks questions to clarify understanding (<i>linked to responding appropriately</i>)</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Makes comments on similarities between what they have heard and what they are already familiar with eg. “My mum has one of those”, or “I went to a birthday party”.</li> </ul>	
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Makes comments when linking events in a story/discussion to their own life experiences.</li> <li>• Make comments related to own lived experiences when listening to others, but not accurately. ‘It’s my birthday’ when it’s someone else’s birthday in the class.</li> <li>• Begin to make links between things they have heard and what they have previously learned with support from an adult.</li> <li>• Can give a view on a story/character when asked may need adult prompts to explain why.</li> </ul>	
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Beginning to comment using newly introduced vocabulary which reflects the breadth of the curriculum.</li> <li>• Make accurate comments related to own lived experiences when listening to others, “It’s my birthday soon”</li> <li>• Begin to make links between things they have heard and what they have previously learned with little support from an adult.</li> </ul>	

<b>Summer</b>	<ul style="list-style-type: none"> <li>• Makes accurate comments using subject specific vocabulary. Eg. I don't like the Big Bad Wolf because he is mean and he tried to trick Little Red Riding Hood.</li> <li>• Make links between what they have just heard and what they have previously learned, eg. "These caterpillars are going to make cocoons like the hungry caterpillar!"</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and responds accurately to 'who', 'what', 'where' and 'when,' why' and 'how' questions about their experiences and in response to stories and events.</li> <li>• Asks/uses who, what, where, when, why and how questions to clarify understanding and find out more.</li> <li>• Asks questions if they don't understand something. Eg. Where do I put it? What do I do next? Why did the caterpillar have a stomachache?</li> </ul>
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<b>ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b>	
<b>Baseline</b>	<p>Start a conversation with an adult or a friend and continue it for many turns. (DM 3-4)            Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (DM 3-4)  <a href="#">Listens to others in one-to-one or small groups, when conversation interests them (Bto5 Range 5)</a></p>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>• Listens to the opinion of others and can express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. (3-4)</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns, reflecting basic 'back and forth' interaction. (3-4)</li> <li>• Can respond to others appropriately in play, linked to the main theme.</li> <li>• Is beginning to communicate confidently with peers and familiar adults.</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Can keep play going in response to the ideas of others and engage in conversation relevant to play theme, linking statements and sticking to a main theme or intention.</li> <li>• Consider the listener and takes turns to listen and speak in different contexts.</li> <li>• Articulate their thoughts and ideas in well-formed sentences.</li> <li>• Can communicate confidently with peers and familiar adults.</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• To hold a two-way conversation using new vocabulary well-formed sentences.</li> <li>• Can maintain attention and concentration when listening to others.</li> <li>• Sustains attentive listening, demonstrate understanding in their conversations with others by responding appropriately with relevant comments, questions or actions.</li> </ul>