

**Birth to 2years**

Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.

<b>2-year-olds</b>	<b>Au. 1</b>	Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Use gestures like waving and pointing to communicate. Reach or point to something they want while making sounds.
	<b>Au. 2</b>	Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them.
	<b>Sp. 1</b>	Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to simple stories and understand what is happening, with the help of the pictures.
	<b>Sp. 2</b>	Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'
	<b>Su. 1</b>	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Understand and act on longer sentences like 'make teddy jump' or 'find your coat'
	<b>Su. 2</b>	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

<b>3-year-olds</b>	<b>Au. 1</b>	Begin to listen to longer stories.
	<b>Au. 2</b>	Recall some key events from a story.
	<b>Sp. 1</b>	Begin to pay attention to more than one thing at a time.
	<b>Sp. 2</b>	Understand 2 step simple instructions.
	<b>Su. 1</b>	Understand and answer why questions.
	<b>Su. 2</b>	Respond appropriately during a conversation.

4-year-olds	Au. 1	Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'. Children following simple 1 step instructions. Children understanding appropriate 'why' questions.
	Au. 2	Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting. Children following clear instructions with 2 parts.
	Sp. 1	Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Children showing a good level of attention and concentration. Children being attentive during classroom tasks – both guided and independent. Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends. Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said.
	Sp. 2	Children listen when both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe – such as cars or Stanger danger. Children can maintain attention in different contexts. Children show attention to both peers and adults. Children conversing with pupils and adults in the setting during the day and their play. Children using talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Children asking questions to clarify understanding and confirm knowledge. Children showing a good understanding of texts that have been read to them through their recall.
	Su. 1	Children's listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Children are developing their attention skills to both listen and continue with an activity. Children keep play going by conversing and extending conversation. Children ask and answer questions Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions.
	Su. 2	Children show good listening skills and can listen to one another, adults and new people with great skill. Children attend to others in play. Children show good levels of attention during learning tasks. Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.

### Early Learning Goal

- 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