

## English: Speaking and listening

Listening/Receptive Communication Descriptor	Guidance
<p><b>P1(i)</b> Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, <i>for example, startling at sudden noises or movements</i>. Any participation is fully prompted.</p>	
<p><b>P1(ii)</b> Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, <i>for example, attending briefly to interactions with a familiar person</i>. They may give intermittent reactions, <i>for example, sometimes becoming excited in the midst of social activity</i>.</p>	
<p><b>P2(i)</b> Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention</i>. They begin to show interest in people, events and objects, <i>for example, smiling at familiar people</i>. They accept and engage in coactive exploration, <i>for example, focusing their attention on sensory aspects of stories or rhymes when prompted</i></p>	
<p><b>P2(ii)</b> Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person</i>. They recognise familiar people, events and objects, <i>for example, vocalising or gesturing in a particular way in response to a favourite visitor</i>. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, <i>for example, showing pleasure each</i></p>	

<p><i>time a particular puppet character appears in a poem dramatised with sensory cues. They cooperate with shared exploration and supported participation, for example, taking turns in interactions with a familiar person, imitating actions and facial expressions.</i></p>	
<p><b>P3(i)</b>  Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, pointing to key objects or people.</i> They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, <i>for example, reaching out and feeling for objects as tactile cues to events.</i> They observe the results of their own actions with interest, <i>for example, listening to their own vocalisations.</i> They remember learned responses over more extended periods, <i>for example, following the sequence of a familiar daily routine and responding appropriately.</i></p>	
<p><b>P3(ii)</b>  Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, prompting another person to join in with an interactive sequence.</i> They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, pre-empting sounds or actions in familiar poems.</i> They may respond to options and choices with actions or gestures, <i>for example, by nodding or shaking their heads.</i> They actively explore objects and events for more extended periods, <i>for example, turning the pages in a book shared with another person.</i> They apply potential solutions systematically to problems, <i>for example, bringing an object to an adult in order to request a new activity.</i></p>	

<p><b>P4</b> Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects. Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations, for example, 'Get your coat', 'Stand up' or 'Clap your hands'.</p>	<p>Examples of words expected: baby, bad, banana, bang, bath. Understood vocabulary is well ahead of expressed vocabulary at this stage. Teachers should take note of facial expression and intonation when assessing receptive and expressive communication at every level.'</p>
<p><b>P5</b> Pupils respond appropriately to questions about familiar or immediate events or experiences for example, 'Where is the ball?'. 'What are you doing?'. 'Is it yellow?'. They follow requests and instructions containing at least two key words, signs or symbols, for example, 'Put the spoon in the dish', 'Give the book to Johnny'.</p>	<p>Examples of words expected: bump, bus, brush, eat, have, little, outside.</p>
<p><b>P6</b> Pupils respond to others in group situations, for example, taking turns appropriately in a game such as 'Pass the parcel'. They follow requests and instructions with three key words, signs or symbols, for example, 'Give me the little red book'.</p>	<p>Note progression from individual to group turn-taking.</p>
<p><b>P7</b> Pupils listen, attend to and follow stories for short stretches of time. They follow requests and instructions with four key words, signs or symbols, for example, 'Get the big book about dinosaurs from the library' They attend to, and respond to, questions from adults and their peers about experiences, events and stories, for example, 'Where has the boy gone?'</p>	
<p><b>P8</b> Pupils take part in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how, for example 'Why does a bird make a nest?', 'How do we copy this picture?'</p>	
<p><b>1C</b> Pupils understand and respond</p>	

<p>appropriately to straightforward comments or instructions directed at them. They convey meanings, including some relevant details to a range of others.</p>	
<p><b>1B</b>  Pupils communicate clearly and in simple correct grammatical form about matters of interest to individuals and groups, for example, she gave the dog a biscuit. They follow what others say and respond appropriately to straightforward comments. They convey meaning, making what they communicate relevant and interesting to the listener.</p>	<p>Increasing correctness of grammatical form is important at this point.</p>
<p><b>1A</b>  Pupils communicate clearly about matters of interest, taking turns in a range of situations and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners' interest.</p>	

<b>Speaking/Expressive Communication Descriptor</b>	<b>Guidance</b>
<p><b>P4</b> Pupils repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They use single words, signs and symbols for familiar objects, for example, cup, biscuit, and to communicate about events and feelings, for example, likes and dislikes.</p>	
<p><b>P5</b> Pupils combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners, for example, 'Mummy gone' or 'more drink'. They make attempts to repair misunderstandings without changing the words used, for example, by repeating a word with a different intonation or facial expression. Pupils use a vocabulary of over 50 words.</p>	
<p><b>P6</b> Pupils initiate and maintain short conversations using their preferred medium of communication. They ask simple questions to obtain information, for example, 'Where's cat?'. They can use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.</p>	<p>Understanding moves ahead of expression as tasks become more complex. The prepositions and pronouns mentioned are examples only: teachers should note use of any prepositions and pronouns in their assessment.</p>
<p><b>P7</b> Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example, 'I want big chocolate muffin'. They use regular plurals correctly. They communicate ideas about present, past and future events and experiences, using simple phrases and statements, for example, 'We going cinema on Friday'. They contribute appropriately one-to-one and in small group discussions and role play. They use the conjunction <i>and</i> to link ideas or add new information beyond what is asked.</p>	
<p><b>P8</b></p>	

<p>They link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one, for example, 'The hairy giant shouted at Finn'. They use an extensive vocabulary to convey meaning to the listener. They can use possessives , for example, 'Johnny's coat'. They take part in role play with confidence. They use conjunctions that suggest cause for example, 'cos,' to link ideas.</p>	
<p><b>1C</b> Pupils understand and respond appropriately to straightforward comments or instructions directed at them. They convey meanings, including some relevant details, to a range of others.</p>	
<p><b>1B</b> Pupils communicate clearly and in simple correct grammatical form about matters of interest to individuals and groups, for example, 'she gave the dog a biscuit'. They follow what others say and respond appropriately to straightforward comments. They convey meaning, making what they communicate relevant and interesting to the listener.</p>	<p>Increasing correctness of grammatical form is important at this point.</p>
<p><b>1A</b> Pupils communicate clearly about matters of interest, taking turns in a range of situations and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners' interest.</p>	

