

Communication and Language	Baseline Checkpoint	End of Autumn Checkpoint	End of Spring Checkpoint	End of Summer Checkpoint
Listening, Attention and Understanding	<ul style="list-style-type: none"> Follow a simple instruction involving two parts. Listen to stories and can recall the main events sometimes joining in. Contribute sensible comments to discussions and conversations. Focus on adults and friends as I speak and play, responding to comments. Ask and respond to why questions. 	<p>I can turn to listen to my friends or an adult.</p> <p>I can listen to and then follow a simple two step instruction.</p> <p>I can remember and join in with rhymes and stories I like.</p> <p>I can find the right tool for a job.</p> <p>I can respond to my own name and will change my activity when encouraged to by adults.</p> <p>I can begin to ask other questions e.g. how, when, what etc.</p> <p>I can follow a story with props and pictures.</p> <p>I can show interest in the lives of other people or events.</p> <p>I can understand how to listen carefully and why listening is important.</p>	<p>I can listen to and then follow a more complex set of instructions including prepositions.</p> <p>I can listen to a whole story and comment on what is happening.</p> <p>I can ask questions about my favourite books.</p> <p>I can talk about why I have chosen a particular book.</p> <p>I can play and listen to my friends at the same time.</p> <p>I can listen to and talk about stories to build familiarity with new knowledge and vocabulary.</p> <p>I can remember key points from a story told without props or pictures.</p> <p>I can have a conversation and I can respond to other children's opinions.</p>	<p>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;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<ul style="list-style-type: none"> Engage in conversation with adults and peers explaining what has happened/what might happen. Use plurals and some tenses correctly. 	<p>I can start to link simple sentences.</p> <p>I can use vocabulary to express imaginary events in play with more confidence.</p>	<p>I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p>

	<ul style="list-style-type: none"> • Link simple sentences using because or and. • Use tense, intonation and rhythm to enhance meaning. • Use a varying range of vocabulary in discussions and play. • Use talk to organise myself. 	<p>I can engage in imaginary role play sometimes building stories around toys and objects.</p> <p>I can communicate confidently with peers and adults.</p> <p>I begin to show the physical attributes of a good speaker e.g. face the person they are talking to.</p> <p>I can use talk to communicate needs, news, feelings and ideas.</p> <p>I can use new vocabulary.</p>	<p>I am beginning to use and describe in present and past tense.</p> <p>I can learn and use new vocabulary in different contexts.</p> <p>I can use well-formed sentences but may have some difficulty with grammar.</p> <p>I can describe events in some detail.</p> <p>I can use talk to help work out problems and organise thinking and activities.</p> <p>I can explain how things work and why they might happen.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>
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