

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
• Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity	Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus	Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused)
Adult Interactions • Use natural gestures and/or signing e.g. waving “bye-bye”. • Let the child choose the activity and follow their interest . • Use percussion instruments to take turns. • Sing songs and encourage repetitive action rhymes. • Play alongside the child and talk together. • Encourage young children to explore and imitate sound. • Talk about the different sounds they hear, such as a tractor's chug chug while sharing a book. Model being a listener by listening to children and taking account of what they say in your responses to them. • Have conversations with children as part of everyday activities • Play alongside children and talk with them as part of playful encounters • Model and encourage language for thinking by using phrase such as I wonder..., What if..., I have an idea. • Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. • Be aware of and actively support the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourite stories, rhymes and songs in their home languages.		Environment Collect resources that children can listen to and learn to distinguish between. These may include games that involve guessing which object makes a particular sound • Encourage listening in its widest sense; this could include opportunities to listen to human noises, non-human noises, objects that make interesting noise, weather and other outdoor sounds. • Provide opportunities to listen to the sounds of the local area, the home and the natural world. • Listen to sounds that are easily identifiable and mysterious noises that are not. Model and encourage playful imaginative responses. Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book. • Encourage children to learn one another's names and to pronounce them correctly. • Ensure all practitioners can pronounce the names of children, parents and other practitioners. • Find out parents' preferred names for themselves and their children. • Where possible minimise background noise and visual distractions in the environment, and ensure spaces are separated enough for children to listen to each other. • Encourage talk in all spaces, both indoors and outdoors.

Reception

Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
• Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused)	• 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	ELG; Listening, Attention and Understanding - 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. ELG: Self-Regulation - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<u>Adult Interactions</u> • Engage in role play and imaginary play scenarios and model listening behaviours. • Encourage children to listen to their friends and take turns in play and activities. • Make mistakes when telling stories/singing songs so the children correct you. • Cue children, particularly those with communication difficulties, to listen by first using their name, and signal a change of conversation, e.g. Now we are going to talk about... • Share rhymes, books and stories from many cultures, sometimes using languages other than English. • Invite parents and members of wider communities to story-telling opportunities, so children can use their full language repertoire. • Introduce “rhyme time” bags containing books that are relevant to the communities of your setting. • Ask parents to record and share songs and rhymes that have meaning to them, their family and community. • Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking. • Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. • Play games which involve listening for a signal, such as Simon Says, and use Ready, steady...go! • Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear using words such as long, short, high, low. • Play with sand timers to help extend concentration for children who find it difficult to focus their attention on a task. • Explain why it is important to pay attention by looking and listening when others are speaking.		<u>Environment</u> When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, • Plan activities listening carefully to different speech sounds • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, • Set up a listening area or other opportunities where children can enjoy rhymes and stories. either independently or with an adult. • Provide instruments for musical play. • Provide opportunities to listen in different kinds of environments, e.g. outdoor spaces, dens, large and small rooms and buildings. • Explore different kinds of surfaces and how noise bounces off them. • Talk with children about how we listen differently to different things, for example animals and types of music.

