

YR Steps Through Learning

Communication & Language Development



Into Year One I can:

Be ready to take part in activities and discussions in pairs, groups and my whole class

Use my knowledge and skills in all areas of the curriculum

Share my ideas and explain to others clearly linking ideas in order using vocabulary I have learnt.



I know how to be ready to listen during whole class time (e.g. for story and short discussion, PE activities, etc.)



I know how to make my own stories using a familiar story - changing events or characters.



I know how to use vocabulary I have learnt to:
Explain my ideas to others
Share information



I respond quickly to any prompts or reminders to be 'ready'.



I know a wide range of songs, rhymes and stories.



I know how to use role play and small world to tell stories and share information.



I listen and stay focused during adult led learning.



I use new words linked to our learning themes when I speak.



I respond to any prompts or reminders to be 'ready'.



I show my understanding of stories, songs and poems by answering and asking questions about them.



I know how to use role play and small world to tell stories and share information.



I can describe the meaning of new words to others.



I listen carefully during whole class learning and usually offer appropriate responses.



I am developing understanding of how stories are structured using words and actions to link events and of how information can be shared.



I know how to use sequencing words: first, then, after that, next, finally and sentence starters, to use well formed sentences.



I use new words linked to our learning themes when I speak.



I respond to visual and verbal cues to aid listening in whole class story time or other activities.



I know how to join in with stories and non-fiction during class and group retelling using new vocabulary.



I know how to use small world and role play to retell stories and share information.



I am beginning to use language modelled ('so that', 'because', 'I think it's...', 'you could...', 'it might be...' to explain.



I listen during wider group activity (e.g. involving resources.) and usually offer appropriate responses.



I can use pictures and photographs to find differences and similarities.



I can talk about what objects might be and give some reasons.



I know how to talk about what I am doing as I work things out or work and play with others.



I sequence stories using pictures and talk.



I ask questions to check my understanding and to find out more.



I use new words linked to our learning themes when I speak.



I know how to be ready to take turns to listen and speak.



I can use story maps to link events together in sequence: first, then, after that, next, finally



I use new words linked to our learning themes when I speak.



I learn new songs, rhymes, poems and stories using actions and words.



I can follow instructions with 3 or 4 steps.



I respond to visual and verbal cues to aid listening in wider activities (e.g. group activity involving using resources)



I can use talk and pictures to share my ideas about stories I have heard.



I can retell stories using story maps and language from the texts.



I know how to talk to other children and grown ups for a variety of purposes.



I learn new songs, rhymes, poems and stories using actions, words and pictures



I know how to develop narrative as I play.



I use new words linked to our learning themes when I speak.



I know how to be ready to listen:
In a larger group
When it is time to shift my attention



I listen to longer stories and remember some key events and characters.



1YR BASELINE



I know how to use role play and small world play to share my experiences and ideas using vocabulary I have learnt.



I know how to join in with a range of songs, rhymes and stories.



I can follow two part instructions.



I respond to and am beginning to use positional and directional words: behind, in front, next to, under, over, on, off, up, down



I know how to talk to an adult or friend to:
Organise play, such as, "Let's go on the bus."
Share my idea
Express a point of view