



The Opportunities and Experiences document acts as a menu for practitioners to select ideas for how core aspects of learning can be built into provision so that pupils can develop their understanding of the key concepts that they have learned. This is not exhaustive and practitioners will need to be responsive to their young people.

Listening and Understanding - What will pupils know and be able to do?	
Maintain Concentration	Single channeled attention; can shift to a different task if attention fully obtained
Tuning into Sounds	<p>Recognise and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Can recognise sounds in the environment.</p> <p>Can identify the difference between the sounds of two instruments e.g. shaker and drum.</p> <p>Can experiment with and distinguish between different voice sounds e.g. wheeeee, whoosh, swish, ouch, aaaaaaah!</p>
Following Instructions	<p>Follow instructions with three key words such as: "Can you wash the doll's face?".</p> <p>Begin to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.</p>
Understanding Language Structures	<p>Develop understanding of simple concepts (e.g. fast/slow, good/bad).</p> <p>Understand who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?).</p> <p>Show that they understand action words by pointing to the right picture in a book, such as: "Who's running?".</p> <p>Identify action words by following simple instructions, e.g. show me jumping.</p>
Listening to Stories and Rhymes	<p>Listen with interest to the noises adults make when they read stories.</p> <p>Show interest in playing with sounds, songs and rhymes.</p>
Developing Conversation	<p>Be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times.</p> <p>Be able to answer questions about 'why' something has happened.</p>

Speaking - What will pupils know and be able to do?

<p>Speak clearly with an increasing command of English</p>	<p>Develop clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'(may have problems saying more difficult sounds like 'sh', 'ch', 'th' and 'r').</p> <p>People who know them can mostly understand them.</p> <p>Link 5 words together.</p> <p>Use a variety of questions (e.g. what, where, who).</p> <p>Use longer sentences (e.g. Mummy go work).</p> <p>Begin to use word endings (e.g. going, cats).</p> <p>Include descriptive language such as words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> <p>Use pronouns ('me', 'him', 'she').</p> <p>Use plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.</p>
<p>Uses Language for a range of purposes</p>	<p>Use language to share feelings, experiences and thoughts.</p> <p>Use language to communicate need / self-maintain.</p> <p>Use language to direct.</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Play more with other children and share things.</p>
<p>Acquire New Vocabulary Quickly</p>	<p>Learn new words very rapidly and use them in communicating.</p> <p>Towards their third birthday use around 300 words.</p> <p>Understand at least 500 words.</p>
<p>Hold the interest of the Listener</p>	<p>Use intonation, pitch and changing volume when talking.</p>



<p>Participate in class and group discussions, performances, role play and simple debate</p>	<p>Developing imaginative / pretend play: 'making dinner' or 'taking the baby to the shops in the buggy'.</p> <p>Respond in choral situations in class.</p> <p>Increasingly respond to the register.</p> <p>Will sometimes offer their ideas in whole class situations.</p> <p>Increasingly input into smaller group interactions.</p> <p>Can sometimes share simple answers with a talk partner. E.g. yes / no, like / dislike / what's my favourite / which one type answers.</p> <p>Express their opinions e.g. I like / don't like it, No or yes.</p>
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