



Informed by the ages and stages of children's communication development produced by The Communication Trust.

## Hooked on Thinking

Working With and For Local Families

### Hindhayes Communication Progression Map - Links to Sounds-Write and Talk for Writing.

Development of skills	Foundation Stage	Year 1	Year 2
<p><b>How our pupils can talk</b></p> <p>Vocabulary, speech sounds, sentence building and grammar. Storytelling and narrative.</p>	<p>Organise thoughts and put longer sentences together. Understand the need of the listener by looking at them. Adults can usually understand what the child is saying. Uses most speech sounds but may have difficulties with more difficult words and sounds such as 'r' and 'th'. List events with some detail. Be learning more words all the time as well as describing the meaning of simple words or asking what a new word means. Children can re-tell short or favourite stories they have heard in roughly the right order and using language that makes it sound like a story. Begin to add something that has gone wrong into their own made up stories. <b>In Sounds-Write</b> lessons can identify the position of the sound in a word and break words into at least two syllables.</p>	<p>Uses speech that is increasingly clear and mostly easy to understand. Compare the way that word looks. Guess the word when provided with simple clues. Begin to use newly learnt words in spoken language with some mistakes in application or pronunciation. Add some expression to storytelling for dramatic moments to add interest for the listener. Begin to understand the interest of the listener by adapting conversation and adding information. Continue to grow vocabulary within vocabulary needed for thinking and feeling but also that which links to subject areas Uses conjunctions to join phrases. <b>In Sounds-Write</b> lessons break words into composite sounds and break words into two or three syllables.</p>	<p>Speech is consistently clear and easy to understand. Compare words, the way they look, sound and mean. Guess the word when provided with clues using shape, size and function. Use newly learnt words in a specific and appropriate way. Shows good understanding of sounds and words which are important for reading and spelling. Ask lots of questions to find out specific information including 'how' and 'why'. Use an imaginative range of descriptive words in sentences including words related to time and measurement, verbs and adjectives. Independently uses topic specific vocabulary. Uses more complex subordinating or coordinating conjunctions to join phrases, to help explain, or to justify. Tells a story with the important key components in place and describe own experiences in the right order. Add expression to their storytelling to make it exciting. <b>In Sounds-Write</b> lessons break words into up to four syllables and identifies prefix's and suffixes as they split words into composite sounds.</p>
	<p><b>By five years, children will have conversations; will know lots of words and can use longer sentences, though they still might make some little mistakes. Some children may have good vocabulary but may struggle to know how to use language to have conversations and socially interact.</b></p> <p><b>By Seven years, children will be learning words they need for general learning and topic-specific vocabulary. Children are speaking consistently and clearly with possible occasional errors in words with two or three adjacent consonants. Grammar is still developing and becoming more complex. Children may still make simple grammatical errors. Children's recounts of their experiences and their made up stories are making more sense, are sequential and they have added detail.</b></p>		
<p><b>How our pupils can listen</b></p> <p>Attention, listening and understanding</p>	<p>Enjoy listening to stories, songs and rhymes and will start to make up their own. Ask relevant questions or make relevant comments in relation to what they have heard. Understand spoken instructions without stopping what they are doing and understand more complicated language such as positional and time related vocabulary. Listen carefully to a question and focus on key information needed in the answer.</p>	<p>Integrates listening with other tasks. Listens carefully and with some adult support can find the important information in a message. Understands and follows complex two part instructions without using the actions of other pupils to support. Predicts what might happen next in a story.</p>	<p>Understand key points they need to focus on in order to answer a question or follow an instruction and begin to ignore less important information. Ask for clarification when a message is not clear, ask for an explanation. Understands complex two to three part instructions. Accurately predicts what might happen next in a story using some justification.</p>
	<p><b>By five years, Children are beginning to get an idea of time and can listen for instructions whilst they are busy with something else (not TV or a computer, they are too absorbing). Note if children need to watch another child in order to know what to do.</b></p> <p><b>By Seven years, Children become much more able to be selective about what they need to listen to and are able to integrate listening with other tasks.</b></p>		
<p><b>How our pupils can take part</b></p> <p>Conversation and social interaction</p>	<p>Choose their own friends. Use talk to take part in imaginative play, to interact and negotiate with people and to have longer conversations. Use talk to work out problems, organise thinking and to take part in activities. Play co-operatively and pretend to be someone else talking. Give details that they know are important and will influence the listener.</p>	<p>Usually takes turns to talk, occasionally needing adult support in a group context. Begin to try out and use words that they have heard friends or adults use, particularly current peer language. Demonstrates confidence when talking to peers and familiar adults. Usually keeps to a topic of conversation although this may be based on their own interests.</p>	<p>Take turns to talk and responds in two way conversations, understanding when a listener may not be interested in their individual interests. Use language they have heard other people using and begin to use different styles of talk with different people e.g. using different words when talking to their friends / teacher. Gaining confidence when communicating with an unfamiliar adult. Exaggerate in an implausible way to make their stories and retelling more exciting.</p>
	<p><b>By five years, there will be times when children are happy to play alone, with adults, or with other children. Use Social Communication check list for children who may not be taking part socially.</b></p> <p><b>By Seven years, children are now more grown up in their social interactions. They'll now talk about things that aren't directly linked to themselves or that they are not interested in. They can usually keep to a topic in a conversation.</b></p>		

