<table>
<thead>
<tr>
<th>Topic</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yellow</strong></td>
<td><strong>Classes</strong></td>
<td><strong>Speaking</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Classes</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Classes</strong></td>
</tr>
<tr>
<td><strong>L-P2i/2ii M-P3 H-P4</strong></td>
<td><strong>L-P2i/2ii M-P3 H-P4</strong></td>
<td><strong>L-P2i/2ii M-P3 H-P4</strong></td>
<td><strong>L-P2i/2ii M-P3 H-P4</strong></td>
<td><strong>L-P2i/2ii M-P3 H-P4</strong></td>
<td><strong>L-P2i/2ii M-P3 H-P4</strong></td>
<td><strong>L-P2i/2ii M-P3 H-P4</strong></td>
</tr>
<tr>
<td><strong>Autumn 1</strong></td>
<td><strong>Ourselves</strong></td>
<td><strong>Clothes</strong></td>
<td><strong>Food</strong></td>
<td><strong>Homes &amp; Buildings</strong></td>
<td><strong>Transport/Farm</strong></td>
<td><strong>Seaside</strong></td>
</tr>
<tr>
<td><strong>L</strong></td>
<td><strong>Pupil responds to familiar people demonstrating this through consistent responses. They follow a familiar object by eye tracking.</strong></td>
<td><strong>M</strong></td>
<td><strong>Pupil interacts with objects by reaching for and holding them.</strong></td>
<td><strong>H</strong></td>
<td><strong>Pupil shows awareness of a new activity or experience. They may turn away or become animated, vocally or physically.</strong></td>
<td><strong>Transport</strong></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td><strong>Pupil directs communication towards adult to gain attention and for physical contact.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil is able to make choices and will request preferred activity by vocalising or indicating towards preferred object.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil participates in shared activities sustaining concentration for short periods of time.</strong></td>
<td><strong>Farm</strong></td>
</tr>
<tr>
<td><strong>H</strong></td>
<td><strong>Pupil uses a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings, e.g. likes and dislikes.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil initiates or repeats single words, signs or symbols. May mimic phrases, e.g. ‘all gone’, ‘bye-bye.”</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/gesture/symbol for a particular object.</strong></td>
<td><strong>H</strong></td>
</tr>
<tr>
<td><strong>Spring 1</strong></td>
<td><strong>Food</strong></td>
<td><strong>Homes &amp; Buildings</strong></td>
<td><strong>Transport/Farm</strong></td>
<td><strong>Transport/Farm</strong></td>
<td><strong>Seaside</strong></td>
<td><strong>Seaside</strong></td>
</tr>
<tr>
<td><strong>L</strong></td>
<td><strong>Pupil shows awareness of a new activity or experience. They may turn away or become animated, vocally or physically.</strong></td>
<td><strong>M</strong></td>
<td><strong>Pupil interacts consistently with objects, e.g. explores with fingers or hands.</strong></td>
<td><strong>H</strong></td>
<td><strong>Pupil shows awareness of a new activity or experience. They may turn away or become animated, vocally or physically.</strong></td>
<td><strong>L</strong></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td><strong>Pupil accepts sensory experience, sharing exploration of an object with an adult, e.g. child will focus attention upon an object in a sensory story by looking or touching.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil participates in shared activities sustaining concentration for short periods of time.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/gesture/symbol for a particular object.</strong></td>
<td><strong>M</strong></td>
</tr>
<tr>
<td><strong>H</strong></td>
<td><strong>Pupil shows awareness of a new activity or experience. They may turn away or become animated, vocally or physically.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil participates in shared activities sustaining concentration for short periods of time.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil demonstrates understanding of 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit.</strong></td>
<td><strong>H</strong></td>
</tr>
<tr>
<td><strong>Spring 2</strong></td>
<td><strong>Homes &amp; Buildings</strong></td>
<td><strong>Transport/Farm</strong></td>
<td><strong>Seaside</strong></td>
<td><strong>Seaside</strong></td>
<td><strong>Seaside</strong></td>
<td><strong>Seaside</strong></td>
</tr>
<tr>
<td><strong>L</strong></td>
<td><strong>Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</strong></td>
<td><strong>M</strong></td>
<td><strong>Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</strong></td>
<td><strong>H</strong></td>
<td><strong>Pupil demonstrates understanding of 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.</strong></td>
<td><strong>L</strong></td>
</tr>
<tr>
<td><strong>M</strong></td>
<td><strong>Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil demonstrates understanding of 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.</strong></td>
<td><strong>M</strong></td>
</tr>
<tr>
<td><strong>H</strong></td>
<td><strong>Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</strong></td>
<td><strong>P</strong></td>
<td><strong>Pupil demonstrates understanding of 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.</strong></td>
<td><strong>H</strong></td>
</tr>
</tbody>
</table>
Autumn 1: People Who Help Us

L – Pupil communicates simple choices, likes and dislikes through vocalisation and gesture, e.g. when given a choice of two toys consistently selects their favourite one.

M – Pupil greets known people and may initiate interactions and activities with them, e.g. pupil smiles at head teacher and greets towards a favourite toy to indicate that they wish to play with the toy.

H – Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. ‘Mummy gone’ or ‘more drink.’

L – Pupil communicates meaning to a range of listeners, e.g. indicate that they wish to play with the toy.

M – Pupil communicates meaning in a familiar situation, e.g. ‘daddy chair’, ‘ball gone’.

H – Pupil attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression.

Autumn 2: Transport

L – Pupil performs some actions by trial and improvement. Pupil may repeat an action many times gradually improving on the outcome, e.g. keeps tapping a computer switch to gain the desired response.

M – Pupil remembers learnt responses over more extended periods of time, e.g. they follow the sequence of a familiar daily routine such as milk time sitting appropriately and signing or saying thank you for their drink.

H – Pupil attempts to respond to a request with four key words or symbols, e.g. ‘Give the book to Johnny.’

Spring 1: Woods & Wildlife

L – Pupil co-operates when sharing objects during play and take activities with a physical or verbal prompt, e.g. they are able to push a ball to another person when prompted to do so. They attend as the ball is returned to them.

M – Pupil anticipates events from sounds and visual cues demonstrating emerging response to objects of reference, e.g. links a swimming costume with going swimming.

H – Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. ‘dolly chair’, ‘ball gone’.

Spring 2: Growing Things

L – Pupil begins to initiate actions such as clapping hands or hanging on a table. They may smile in response to an adult smiling.

M – Pupil uses a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings, e.g. likes and dislikes.

H – Pupil begins to make choices and will request similar activities, e.g. ‘cup of drink’, ‘spoon for dinner.’

Summer 1: Mini Beasts

L – Pupil is able to make choices and will request preferred activity, e.g. by vocalising or reaching or making eye contact.

M – Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. ‘Sit down.’

H – Pupil begins to combine 3 key words or signs/symbols to communicate meaning in a familiar situation, e.g. “Put the spoon in the dish.”

Summer 2: Oceans

L – Pupil follows instructions containing at least two key words, signs or symbols, e.g. ‘What’s that?, ‘Where’s cat?’ Pupil infers a question from a picture.

M – Pupil follows instructions containing at least five key words, signs or symbols for familiar objects in a range of contexts, e.g. in picture books, in the school and home environments.

H – Pupil responds appropriately to simple questions such as ‘Are you ready?’ Is that your coat? An appropriate response may be verbal or through sign, symbol or gesture.

Topic

Green Classes

Listening

L – P3i / P3ii

M – P3i/P4

H – P5

Where Does Our Food Come From?

L – Pupil uses a repertoire of between 10 and 50 single words, signs or symbols.

M – Pupil combines single words, signs or symbols to communicate a meaning to a range of listeners, e.g. ‘Mummy gone’ or ‘more drink.’

H – Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication.

HA: Pupil talks about present, past and future events using simple phrases and statements, e.g. ‘We going cinema on Friday.’

Weather

L – Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/symbol/symbol for a particular object.

M – Pupil uses a vocabulary of over 50 words.

H – Pupil uses regular plurals correctly.

Florence Nightingale

L – Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.

M – Pupil uses a vocabulary of over 50 words.

H – Pupil uses some pronouns, such as ‘me’, ‘he/she’, when retelling an event or a familiar story, e.g. ‘It was the bees’ house’.

Being Safe/ Road Safety

L – Pupil communicates using their preferred medium of communication. They use words, signs and symbols for familiar objects, e.g. cup, biscuit.

M – Pupil uses a vocabulary of over 50 words.

H – Pupil initiates and maintains short conversations using their preferred medium of communication.

HA: Pupil asks simple questions such as ‘What’s that?,’ ‘Where’s cat?’ Pupil infers a question from a picture.

Ponds & Rivers

L – Pupil uses between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit.

M – Pupil uses a vocabulary of over 50 words.

H – Pupil initiates and maintains short conversations using their preferred medium of communication.

HA: Pupil asks simple questions such as ‘What’s that?,’ ‘Where’s cat?’ Pupil infers a question from a picture.

Castles & Fairy Tales

L – Pupil uses a vocabulary of over 50 words.

M – Pupil responds appropriately to questions about familiar or immediate events or experiences.

H – Pupil responds to others in group situations.

HA: Pupil talks about present, past and future events using simple phrases and statements, e.g. ‘We going cinema on Friday.’

Red Classes

Speaking

L – P3i

M – P4

H – P5

HA: P7

Where Has Our Food Gone?

L – Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.

M – Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. ‘Where is the ball?,’ ‘What are you doing?’

H – Pupil responds appropriately to a range of simple questions asked by a familiar adult.

HA: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. ‘Where has the boy gone?’

Weather

L – Pupil uses simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc.

M – Pupil combines words, signs or symbols to communicate meaning to a range of listeners, e.g. ‘Mummy gone’ or ‘more drink.’

H – Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.

HA: Pupil talks about present, past and future events using simple phrases and statements, e.g. ‘We going cinema on Friday.’

Florence Nightingale

L – Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/symbol/symbol for a particular object.

M – Pupil uses a vocabulary of over 50 words.

H – Pupil uses regular plurals correctly.

Being Safe/ Road Safety

L – Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.

M – Pupil uses a vocabulary of over 50 words.

H – Pupil uses some pronouns, such as ‘me’, ‘he/she’, when retelling an event or a familiar story, e.g. ‘It was the bees’ house’.

Ponds & Rivers

L – Pupil uses between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, biscuit.

M – Pupil uses a vocabulary of over 50 words.

H – Pupil initiates and maintains short conversations using their preferred medium of communication.

HA: Pupil asks simple questions such as ‘What’s that?,’ ‘Where’s cat?’ Pupil infers a question from a picture.

Castles & Fairy Tales

L – Pupil uses a vocabulary of over 50 words.

M – Pupil responds appropriately to questions about familiar or immediate events or experiences.

H – Pupil responds to others in group situations.

HA: Pupil talks about present, past and future events using simple phrases and statements, e.g. ‘We going cinema on Friday.’
### Autumn: Eating, Where we live

**L** - Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'Mummy gone' or 'more drink.'

**M** - Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication.

**H** - Pupil talks about past, past events and future plans with greater accuracy. Pupil can refer out of context to past events, e.g. 'Yesterday I stuck it on the paper.'

**HA:** I can find things out by asking how and why questions.

**L** - Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.

**M** - Pupil responds appropriately to a range of simple questions asked by a familiar adult.

**H** - Pupil is able to respond appropriately to questions about why or how, e.g. 'Why does a bird make a nest?'

**HA:** I can start stories using 'Once upon a time ...' or 'One day, ...'

### Autumn 2: Rockets

**L** - Pupil attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression.

**M** - Pupil can use prepositions such as 'in' or 'on'.

**H** - Pupil begins to show regular verb endings when using past tense -ed. There is still over generalisation of irregular verbs, e.g. 'I runned.' Pupil can use possessives, e.g. 'Emma's book.'

**HA:** I can understand and respond to others about different topics.

### Spring 1: A Long Time Ago - Family

**L** - Pupil understands some simple verbs and adjectives related to their own experience of the world, e.g. drink, eat, dirty, hot, etc.

**M** - Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.'

**H** - Pupil can understand a message containing 4 key words, signs or symbols from a less familiar adult without prompts.

**HA:** I can listen to and respond to others about recent events.

### Spring 2: Fire of London

**L** - Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'.

**M** - Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.'

**H** - Pupil follows a range of instructions combining 2 elements, e.g. 'Get a brush and mix the paint.'

**HA:** I can listen to the teacher in my classroom and ignore other people or noises.

### Summer 1: Treasure Island

**L** - Pupil is able to use a more extensive vocabulary to convey meaning to the listener.

**M** - Pupil uses regular phrases correctly.

**H** - Pupil is now able to use a more extensive vocabulary to convey meaning to a range of listeners, e.g. 'Mummy gone.' or 'more drink.' They make attempts to repair misunderstanding without changing the words used.

**HA:** I can find things out by asking how and why questions.

### Summer 2: Rainforests

**L** - Pupil is able to use a less familiar adult's name, and of familiar objects, signs or symbols in everyday contexts.

**M** - Pupil is able to respond appropriately to a range of simple questions asked by a familiar adult.

**H** - Pupil is able to respond appropriately to questions about why or how, e.g. 'Why does a bird make a nest?'

**HA:** I can understand and respond to others about different topics.

### Friends

**L** - Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. 'Sit down'.

**M** - Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.'

**H** - Pupil is able to follow simple context embedded instructions given to a small group, e.g. 'It is playtime ...' or 'It is time to go outside.'

**HA:** I can listen to the teacher in my classroom and ignore other people or noises.

### Fantasy/Tragic

**L** - Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'Mummy gone'.

**M** - Pupil talks about present, past and future events using simple phrases and statements.

**H** - Pupil is able to follow simple context embedded instructions given to a small group, e.g. 'It is playtime ...' or 'It is time to go outside.'

**HA:** I can understand and respond to others about different topics.

### Space/Vehicles

**L** - Pupil is able to identify words, signs or symbols from a familiar adult.

**M** - Pupil can use prepositions such as 'in' or 'on'.

**H** - Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.'

**HA:** I can understand and respond to others about different topics.

### History: Places/Places/Senses

**L** - Pupil follows instructions containing at least two key words, signs or symbols from a familiar adult.

**M** - Pupil is now able to use a more extensive vocabulary to convey meaning to the listener.

**H** - Pupil follows instructions containing at least two key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.'

**HA:** I can understand and respond to others about different topics.

### Sport

**L** - Pupil uses some pronouns, such as 'my', 'it', 'he/she', when retelling an event or a familiar story, e.g. 'It was the bears' house.'

**M** - Pupil follows instructions containing at least two key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.'

**H** - Pupil is able to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group.

**HA:** I can understand and respond to others about different topics.

### Desert

**L** - Pupil uses some pronouns, such as 'my', 'it', 'he/she', when retelling an event or a familiar story, e.g. 'It was the bears' house.'

**M** - Pupil follows instructions containing at least two key words, signs or symbols given on an individual basis, e.g. 'Give me the little red book.'

**H** - Pupil is able to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group.

**HA:** I can understand and respond to others about different topics.
Autumn 1

School
L: Pupil uses a repertoire of between 10 and 50 single words, signs or symbols to communicate about events and feelings, e.g. likes and dislikes.
M: Pupil composes single words, signs or symbols to communicate meaning to a range of listeners, e.g. 'Mummy gone' or 'more drink.'
H: Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication.

Autumn 2

Shops
L: Pupil imitates or repeats single words, signs or symbols. Key mimic phrases, e.g. 'All gone', 'bye-bye.'
M: Pupil attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression.
H: Pupil can use prepositions such as 'in' or 'on'.

Spring 1

Fruit & Vegetables
L: Pupil demonstrates that they have an emerging awareness of object names. They use the same word/sound/pattern/symbol for a particular object.
M: Pupil begins to combine 2 key ideas or concepts in simple phrases, e.g. 'dolly chair', 'ball gone.'
H: Pupil is able to combine 3 words/sigms/symbols to communicate meaning in a familiar situation, e.g. 'daddy sit chair.'

Spring 2

Hospital & Dentist
L: Pupil communicates by making representational sounds, e.g. makes animal noises or machine sounds.
M: Pupil engages in simple two-way conversations, e.g. when reading a picture book with an adult responds verbally, through signs or symbols to a very simple question about the picture.
H: Pupil talks about past, present and future events using simple phrases and statements, e.g. 'We going cinema on Friday.'

Summer 1

Animals
L: Pupil uses between 10 and 50 single words, signs and symbols for familiar objects, e.g. cup, brush.
M: Pupil uses a vocabulary of over 50 words.
H: Pupil is able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either one-to-one or in small groups.

Summer 2

Seaside
L: Pupil repeats copy and imitate between 50 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They use 50 single words, signs and symbols for familiar objects.
M: They combine single words, signs or symbols to communicating meaning to a range of listeners. They make attempts to repair misunderstanding without changing the words used.
H: Pupil uses regular plurals correctly.

Topic Purple 1

Speaking
L: P4
M: P5
H: P6/7

Listening
L: P4
M: P5/P6
H: P7

Autumn
L: Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.
M: Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. 'Where is the ball?', 'What are you doing?'
H: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

London life
L: Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication.
M: Pupil talks about present, past and future events using simple phrases and statements, e.g. 'We going cinema on Friday.'
H: Pupil talks about future events and future plans with greater accuracy. Pupil can refer out of context to past events, e.g. 'Yesterday I stuck it on the London life
L: Pupil can use prepositions such as 'in' or 'on'.
M: Pupil uses regular plurals correctly.
H: Pupil begins to show regular verb endings when using past tense -ed. There is still over-reliance on regular verbs, e.g. 'I runned.'

Lighten up
L: Pupil is able to combine 3 words/signs/symbols to communicate meaning in a familiar situation, e.g. 'daddy sit chair.'
M: Pupil is able to link up to 3 key words, signs or symbols to communicate appropriate simple ideas to others either one-to-one or in small group, e.g. 'I want big chocolate muffin.'
H: Pupil is able to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group. Pupil can use conjunctions that suggest cause, e.g. 'cos' to link ideas.

Kings and Queens
L: Pupil can listen and responds to familiar rhymes and songs. They may participate by joining in words or actions.
M: Pupil responds appropriately to a range of simple questions asked by a familiar adult.
H: Pupil can listen, attend to and follow a story for short stretches of time, demonstrating this by answering simple questions about the story or drawing a picture with minimum support.

Painters’ Palette
L: Pupil uses some pronouns, such as 'my', 'I', 'you/he/she', when retelling an event or a familiar story, e.g. 'It was the bears’ house.'
M: Pupil uses the conjunction, 'and,' when retelling an event or a familiar story to link ideas or add new information beyond what is asked.
H: Pupil talks in simple grammatical form about matters of immediate interest to familiar individuals.

Life at Sea
L: Pupil starts to ask simple questions, such as 'What’s that?', 'Where’s cat?', Pupil infers a question by answering simple questions about the story.
M: Pupil uses a vocabulary of over 50 words.
H: I can make sentences about what is happening now, what has happened and what will happen.

Exploration
L: They can use prepositions, such as 'in' or 'on' and adjectives such as 'my' or 'it' correctly.
M: They use regular plurals correctly. They communicate ideas about present, past and future events and experiences, using simple phrases and statements.
H: I can find things out by asking how and why questions.

HA: I can initiate and respond to comments.

HA: Pupil demonstrates an understanding of at least 50 words, + names of familiar objects. Respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations.

HA: Pupil is able to follow simple context embedded instructions given to a small group, e.g. 'It is playtime – put your coat on.'

HA: Pupil listen, attend to and follow stories for short stretches of time. They follow requests and instructions with four key words etc. They assist to & respond to questions from adults and their peers about experiences, events, stories.

HA: Pupil can follow instructions with 3 key words, signs or symbols to a very simple question about the story.

HA: Pupil responds appropriately to a range of simple questions asked by a familiar adult.

HA: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

HA: Pupil can attend to and respond to questions to familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

HA: I can listen to and respond to others about different topics.

HA: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

HA: I can listen to and respond to others about different topics.

HA: Pupil responds appropriately to a range of simple questions asked by a familiar adult.

HA: Pupil can attend to and respond to questions to familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

HA: I can listen to and respond to others about different topics.

HA: Pupil responds appropriately to a range of simple questions asked by a familiar adult.

HA: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

HA: I can listen to and respond to others about different topics.

HA: Pupil responds appropriately to a range of simple questions asked by a familiar adult.

HA: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

HA: I can listen to and respond to others about different topics.

HA: Pupil responds appropriately to a range of simple questions asked by a familiar adult.

HA: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

HA: I can listen to and respond to others about different topics.

HA: Pupil responds appropriately to a range of simple questions asked by a familiar adult.

HA: Pupil can attend to and respond to questions from familiar adults about recent experiences and events, e.g. 'Where has the boy gone.'

HA: I can listen to and respond to others about different topics.