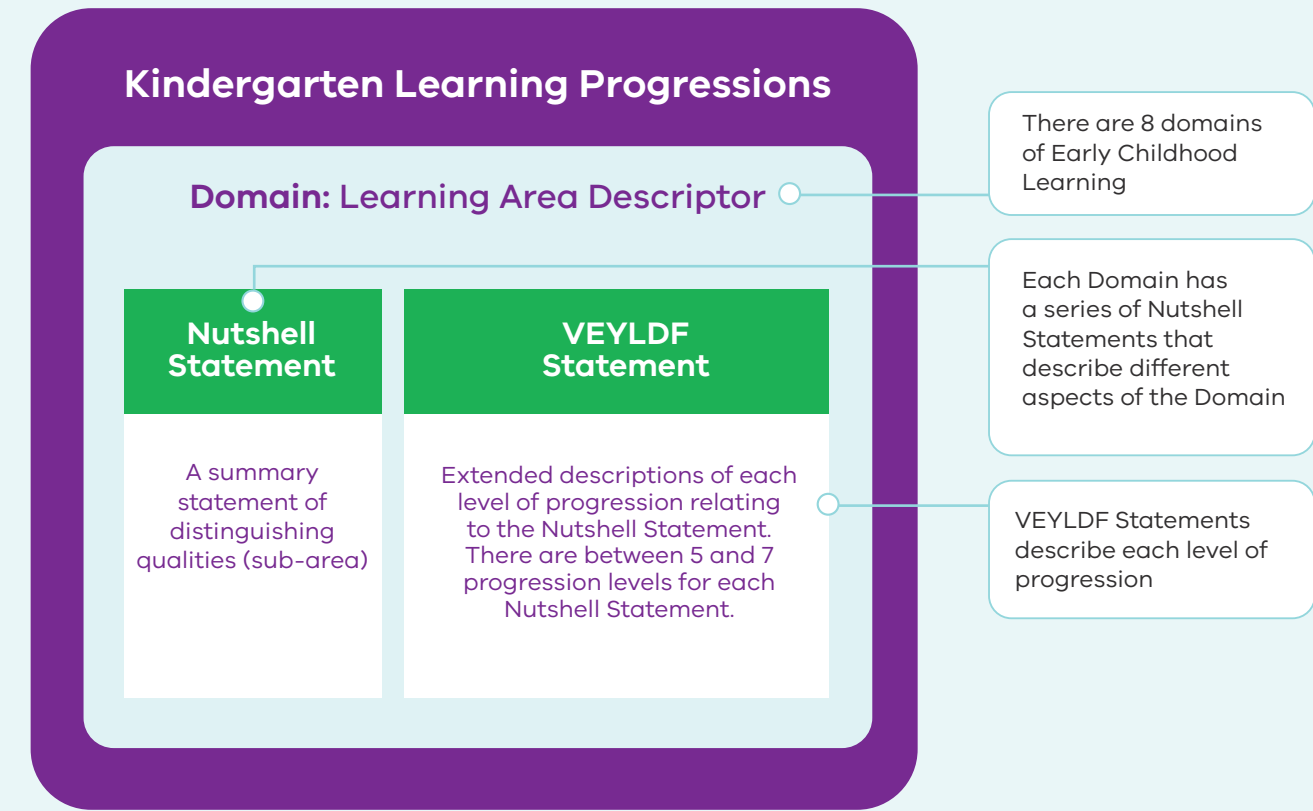


Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Kindergarten Learning Progressions

Communication – interactions



		Communication – interactions				The Education State VICTORIA State Government Department of Education	
Nutshell		The child is learning to receive and respond to communication from others, and to respond to their social and physical world. The child is learning to make simple requests, and to communicate basic needs, wants, and feelings. The child is learning to recognise basic social expectations of communication and is exploring ways to convey information to others. The child is learning to use social expectations of communication and is building vocabulary to include descriptions and observations. The child is learning to use communication skills appropriately in a variety of contexts and with different audiences and are learning to comprehend spoken language. The child is learning to adapt, elaborate, adjust, and use different strategies to communicate with different people and across a range of familiar and unfamiliar social contexts.					
VEYLDF Statement		Children are beginning to engage in enjoyable reciprocal interactions using verbal and non-verbal communication. They typically respond both verbally and non-verbally to things they see, hear, touch, feel, and taste. They attend and give cultural cues that demonstrate they are listening to what is said to them. Children may use gestures, visual and non-verbal cues, and sounds. As they build their understanding, they become increasingly intentional in their use of sounds and supported communication. Children show a response to the world around them such as making sounds of varied type and volume, or perhaps by using eye contact or gaze with others. These responses may be in the form of mirrored gestures or sounds, head movement or body gestures, facial expression, physical movement such as change of position, or reaching out for objects. Children's actions are treated as intentional communication and interpreted and reacted to by adults. Children learn to communicate in the supportive context of enjoyable and caring interactions with others.	Children are learning to engage in enjoyable reciprocal interactions using verbal and non-verbal communication. They typically respond both verbally and non-verbally to things they see, hear, touch, feel, and taste. They attend and give cultural cues that they are listening to and understanding what is said to them. Children are learning to initiate interactions with trusted adults and other children (verbally and non-verbally). They are typically beginning to interact more purposefully with the world around them. These early forms of communication are beginning to reflect their interests and preoccupations. Children are beginning to understand that communication can be used to indicate their needs, wants, and feelings, and to make choices and gain attention.	Children are learning to engage in enjoyable reciprocal interactions using verbal and non-verbal communication. They typically respond both verbally and non-verbally to things they see, hear, touch, feel and taste. They may use language and representations from play, music, and art to share and project their meaning, and are encouraged to contribute their ideas and experiences in play and small and large group discussion. They attend and give cultural cues that they are listening to and understanding what is said to them. Children are becoming aware of the reciprocal nature of communication and may begin to communicate readily with trusted adults and peers. These communication skills may be demonstrated through creating friendships, being an active participant in communication, using a variety of ways to communicate, or engaging with others in play. Many children will use recognisable and consistent words in English and/or home languages.	Children are increasingly engaging in enjoyable reciprocal interactions using verbal and non-verbal communication. They typically respond both verbally and non-verbally to things they see, hear, touch, feel and taste. They may use language and representations from play, music, and art to share and project their meaning, and are encouraged to contribute their ideas and experiences in play and small and large group discussion. They attend and give cultural cues that they are listening to and understanding what is said to them. As they build their knowledge and understanding, children become independent communicators who initiate conversations and begin to demonstrate an ability to meet the listener's needs. They are learning to exchange ideas, feelings, and understandings using language and representations in play. Children are increasingly able to communicate information about their life experiences. They are beginning to extend their vocabulary, which can contribute to thinking skills such as comparing or grouping items. The beginning of turn-taking in communication facilitates being a social communicator and builds positive social interactions with trusted adults and peers. Children are able to answer and ask questions with increasing confidence.	Children are gaining confidence to engage and respond both verbally and non-verbally to things they see, hear, touch, feel and taste. They may use language and representations from play, music, and art to share and project their meaning, and are encouraged to contribute their ideas and experiences in play and small and large group discussion. They attend and give cultural cues that they are attending to and understanding what is communicated to them. As they build their knowledge and understanding, children become independent and increasingly confident communicators who initiate conversations and demonstrate the ability to meet the listener's needs. They express ideas and feelings and are able to negotiate with peers and adults. They are beginning to broaden their understanding of the functions of language, such as reporting, exploring, engaging with others, achieving goals, expressing ideas, and conveying information and empathy. Children convey and construct messages with purpose and confidence, building on literacies of home and/or family and the broader community. They are learning to exchange ideas, feelings, and understandings using language and representations in play. Children's capacity to interact verbally and non-verbally with others develops, for example, when children express ideas through mime and movement, singing and listening to songs, chants, and rhymes, listening to and producing brief spoken texts, sequencing main ideas coherently in speech and speaking at an appropriate volume and pace for a listener's needs. As they build their skills and confidence, they learn to listen to others and respond appropriately and to contribute to group activities by making relevant comments and asking clarifying questions. Children may self-correct by rephrasing a statement or question when meaning is not clear or if their peer does not respond. They may ask and answer questions and follow simple instructions. They may listen to and produce spoken texts that deal with familiar ideas and information, or listen to short live or recorded presentations, then recall some of the main ideas and information presented. As their proficiency develops, children are learning to organise spoken texts using simple features to signal beginnings and endings, using basic vocabulary and varying volume and intonation patterns to add emphasis. As their skills and confidence grow, they may participate in real or simulated conversations and everyday transactions by imitating and adapting	Children are learning to engage and respond both verbally and non-verbally to things they see, hear, touch, feel, and taste. They begin to listen to others when taking part in conversations using appropriate interaction skills. They learn to interact in pair, group, and class discussions, to take turns when responding, and to make short presentations on familiar topics. They begin to convey and construct messages with purpose and confidence, building on literacies of home and/or family and the broader community. As they build their knowledge and understanding, they learn to listen for particular purposes. When discussing their ideas and experiences, for example, children use everyday language features and topic-specific vocabulary. Children learn to use a variety of strategies to engage in group and class discussions and make presentations. They show increasing knowledge, understanding and skill in conveying meaning.