

Communication and Language				
	N2	N3	Rec	ELG
<b>Listening, Attention and Understanding</b>	<ul style="list-style-type: none"> <li>Listen to and enjoy rhythmic patterns in rhymes and songs.</li> <li>Join in with actions and vocalisations to familiar rhymes, songs and stories.</li> <li>Listen with interests to noises that adults make when reading stories.</li> <li>Recognise and respond to many familiar sounds e.g. turning to a knock at the door.</li> <li>Can match sounds correctly e.g. a 'moo' sound to a cow.</li> <li>Understand single words e.g. can find objects or point to pictures in a book.</li> <li>Understand simple questions e.g. what/who/where.</li> <li>Understand simple sentences e.g. put your coat away.</li> <li>Identify action words by following instructions e.g. show me jumping.</li> <li>Can focus on an activity of their own choice.</li> <li>Can shift attention when adult uses name.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Know and sing a large repertoire of rhymes and songs.</li> <li>Is able to talk about familiar books.</li> <li>Can retell a familiar story.</li> <li>Begin to use new vocabulary from story times.</li> <li>Listen to other one-to-one or in small groups, when conversation interests them.</li> <li>Understand who, what, where and why questions.</li> <li>Understand the use of objects e.g. what do we cut with?</li> <li>Understand a question or instruction that has 2 parts.</li> <li>Shows understanding of prepositions such as under, on top by carrying out an action or selecting correct picture.</li> <li>May find it difficult to pay attention to more than 1 thing at a time.</li> <li>Can engage in a task for a short span.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in story times and talk about stories.</li> <li>Can name characters, events and settings in stories.</li> <li>Retell familiar stories with repetition and by using their own words.</li> <li>Understand and use new vocabulary introduced during story time.</li> <li>Listen carefully to rhymes, songs and poems.</li> <li>Claps out beats to rhymes, songs and poems.</li> <li>Listens to and talks about newly introduced non-fiction books, learning new language.</li> <li>Understand who, why, how, when, where questions.</li> <li>Is able to follow a story without pictures or props.</li> <li>Beginning to understand humour e.g. nonsense jokes.</li> <li>Listens and responds to ideas expressed by others in conversation.</li> <li>May indicate a 2-channelled attention e.g. can listen and do for a short span.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Put 2 and 3 words together in a simple sentence.</li> <li>Begin to communicate how they feel, using words, gestures and actions.</li> <li>Begin to develop conversation, jumping from topic to topic.</li> <li>Increases vocabulary, e.g. using 200-300 words by 3<sup>rd</sup> birthday.</li> <li>Uses gestures alongside words to communicate e.g. pointing and waving.</li> <li>Uses different types of everyday words (nouns, verbs and adjectives e.g. banana, go, sleep, hot.)</li> <li>Copy familiar expressions e.g. oh dear, all gone.</li> <li>Beginning to ask simple questions.</li> <li>Beginning to talk about people and things that are not present.</li> </ul>	<ul style="list-style-type: none"> <li>Use longer sentences of 4-6 words.</li> <li>Use language to share feelings, experiences and thoughts.</li> <li>Build up vocabulary that reflects the breadth of their experiences.</li> <li>Holds a conversation, jumping from topic to topic.</li> <li>Use talk to organise themselves in their play. E.g. let go on the bus, I'll be the driver.</li> <li>Is able to express their point of view.</li> <li>Use a variety of questions e.g. what, where, who.</li> <li>Can retell a simple past event in the correct order.</li> <li>Begin to use a range of tenses e.g. play, playing, played. But may still make some errors.</li> </ul>	<ul style="list-style-type: none"> <li>Use complex sentences to link thoughts and ideas.</li> <li>Extend vocabulary, exploring the meaning of new words.</li> <li>Uses social phrases such as 'Good morning, how are you?'</li> <li>Can hold a conversation with others, and asks questions to clarify understanding.</li> <li>Link statements and sticks to a main theme or intention.</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Use talk to help work out problems.</li> <li>Explain how things work.</li> <li>Can ask a wide variety of questions including what, where, who, how and why.</li> <li>Talk more extensively about things that are of particular importance to them.</li> <li>Is able to use language to recall past experiences.</li> <li>Use language to imagine and recreate roles and experiences in play situations.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<p>Learning does not move forward in a straight way for all children. All children may not follow progression models in the same way, but we have mapped it out to show a general pattern of child development.</p>				