

Communication and Language

	Listening, Attention and Understanding	Speaking
Nursery	<p>Enjoys listening to longer stories and can remember much of what happens</p> <p>Can pay attention to more than one thing at a time, even when it is difficult</p> <p>Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door"</p> <p>Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Observation checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Observation checkpoint: Is able to answer simple 'why' questions?</p>	<p>Uses a wider range of vocabulary</p> <p>Sings a large repertoire of songs</p> <p>Knows many rhymes, is able to talk about familiar books, and can tell a long story</p> <p>Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: - some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Uses longer sentences of four to six words</p> <p>Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions</p> <p>Can start a conversation with an adult or a friend and continue it for many turns</p>

		<p>Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Observation checkpoint: Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"?</p> <p>Observation checkpoint: Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver"</p> <p>Observation checkpoint: Is able to use the future and past tense; "I am going to the park" and "I went to the shop"</p>
Reception	<p>Understands how to listen carefully and why listening is important</p> <p>Learns new vocabulary</p> <p>Uses new vocabulary through the day</p> <p>Engages in storytimes</p> <p>Listens to and talk about stories to build familiarity and understanding</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound</p> <p>Learns rhymes, poems and songs</p>	<p>Asks questions to find out more and to check he/she understands what has been said to him/her</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences</p> <p>Can connect one idea or action to another using a range of connectives</p> <p>Is able to describe events in some detail</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</p>

	<p>Engages in non-fiction books</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Holds conversation when engaged in back-and-forth exchanges with his/her teacher and peers (ELG)</p> <p>Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p> <p>Makes comments about what he/she has heard and asks questions to clarify his/her understanding (ELG)</p>	<p>Is developing social phrases</p> <p>Can retell the story, once he/she has developed a deep familiarity with the text; some as exact repetition and some in his/her own words</p> <p>Uses new vocabulary in different contexts</p> <p>Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from his/her teacher (ELG)</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</p> <p>Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary (ELG)</p>
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