







Communication and Language

	<u>Listening and attention</u>	<u>Understanding</u>	<u>Speaking</u>
 Birth - 11 months	<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words, or finger plays. • Fleeting Attention – not under child's control, new stimuli takes whole attention. 	<ul style="list-style-type: none"> • Stops and looks when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.
 8-20 months	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> • Developing the ability to follow others' body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). • Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. 	<ul style="list-style-type: none"> • Uses sounds in play, e.g. 'brrrm' for toy car. • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language.
 16-26 months	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.') 	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more juice'). • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present.
 22-36 months	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 	<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). • Developing understanding of simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. going, cats).

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 <p>30-50 months</p>	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Understands use of objects (e.g. “What do we use to cut things?”) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’
 <p>40-60+ months</p>	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p>	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>