

## Communication and Language

<b>Preschool (3-4 yr olds)</b>	<b>Communication and Language</b> <ul style="list-style-type: none"><li>• Children begin to use more complex sentences to link thoughts (e.g. using 'and, because').</li><li>• Children can retell a simple past event in correct order (e.g. 'went down slide, hurt finger')</li><li>• Children to listen to longer stories and remember much of what happens</li><li>• Children use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences e.g. 'when digging in the mud kitchen recall when they went to the seaside and were digging making sandcastles.'</li><li>• Children question why things happen and give explanations e.g. 'why aren't the birds visiting the feeder?' 'Hmmm...maybe because we need some different type of food?'</li><li>• Children use a range of tenses but not always accurately e.g. 'runned' for 'ran'.</li><li>• Have clear pronunciation to communicate, but may still have some inconsistencies e.g. 'th' and 'r' and pronouncing multi syllabic words like 'hospital' and 'hippopotamus'</li><li>• Children know many rhymes and are able to talk about familiar books e.g. 'I like it when the gingerbread man runs out of the oven and they can't catch him'</li><li>• Children use specific vocabulary focused on objects e.g. 'the soft blanket' or the 'sweet apple'</li><li>• Children can speak in sentences of four to six words</li><li>• Children are able to share and express their feelings and/or opinions e.g. 'I don't think that is fair, because it would be kinder to share'</li><li>• Children build up vocabulary that reflects the breadth of their experiences e.g. we need a brake pedal on our car as this is how you stop'</li><li>• Children use talk in to organise themselves in play, e.g. 'This box is my castle.'</li><li>• Children understand a question or instruction that has two steps e.g. 'get your coat and water bottle'.</li></ul>
<b>Reception 4-5 yr. olds</b>	<b>Communication and Language</b> <ul style="list-style-type: none"><li>• Children understand why it is important to listen carefully</li><li>• Children extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words e.g. 'Do you know that lakes can actually be made by humans. They are called reservoirs'.</li><li>• Children practise and 'test out' new vocabulary throughout the day e.g. 'I have been persevering in my maths today'</li><li>• Children ask questions and want to learn more, they are curious e.g. 'why does the water disappear?' (when looking at puddles evaporating outside)</li><li>• Children use well-formed sentences to articulate their thoughts and ideas e.g. 'I wonder if the magnet will be attracted to this metal?'</li></ul>

- Children are able to connect ideas e.g. I knew we would need our wellies on as it was really raining earlier'
- Children can use language well to describe in detail e.g. 'It was a really scary night last night because it was dark and there was a thunder storm. The lightning flashed through my window and it made me feel afraid and nervous. It helped when I snuggled down with my teddy and listened to my CD'.
- Use talk to 'think aloud' to help to work out problems e.g. ' if I put this piece here, then a brick under here, then the water should flow downwards into the bucket'.
- Develop and use social phrases e.g. 'good morning' and 'isn't it a lovely day today'
- Engage in story times, listening intently, offering ideas and joining in with repetitive refrains e.g. 'run, run, as fast as you can, you can't catch me, I'm the gingerbread man!'
- Listen to and talk about stories to build familiarity and understanding e.g. I like it when the Gruffalo is scared of the mouse- it is so funny, because the mouse has tricked him!'
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Learn rhymes, poems and songs and be able to join in confidently with these
- Engage in non-fiction books and share facts e.g. 'did you now that the oceans are salt water?'
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary e.g. Tyrannosaurus Rex was a carnivore. He ate meat!'

### **ELG Communication and Language:**

#### **Listening, Attention and Understanding:**

Children at the expected level of development will:

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

