

	Listening and Attention		Understanding		Speaking	
22-36 months	1	Listens with interest to the noises adults make when they read stories.	1	Identifies action words by pointing to the right picture, e.g. <i>"Who's jumping?"</i>	1	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
	2	Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	2	Understands more complex sentences, e.g. <i>"Put your toys away and then we'll read a book."</i>	2	Holds a conversation, jumping from topic to topic.
	3	Shows interest in play with sounds, songs and rhymes.	3	Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is?</i> )	3	Learns new words very rapidly and is able to use them in communicating.
	4	Single channelled attention. Can shift to a different task if attention fully obtained = using child's name helps focus.	4	Developing understanding of simple concepts (e.g. big/little)	4	Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying "I have it".
30-50 months					5	Uses a variety of questions (e.g. <i>what, where, who</i> )
					6	Uses simple sentences (e.g. <i>"Mummy gonna work."</i> )
					7	Beginning to use word endings (e.g. <i>going, cats</i> ).
	1	Listens to others one to one in small groups, when conversation interests them.	1	Understands use of objects (e.g. <i>"What do we use to cut things?"</i> )	1	Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i> )
2	Listens to stories with increasing attention and recall.	2	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	2	Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i> )	

	3	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.		3	Responds to simple instructions, e.g. to get or put away an object.		3	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	
	4	Focusing attention – still listen or do, but can shift own attention.		4	Beginning to understand 'why' and 'how' questions.		4	Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>	
	5	Is able to follow directions (if not intently focused on own choice of activity).					5	Uses a range of tenses (e.g. <i>play, playing, will play, played</i> )	
							6	Uses intonation, rhythm and phrasing to make the meaning clear to others.	
							7	Uses vocabulary focused on objects and people that are of particular importance to them.	
							8	Builds up vocabulary that reflects the breadth of their experiences.	
							9	Uses talk in pretending that objects stand for something else in play, e.g. <i>"This box is my castle."</i>	



# Communication and Language



		Listening and Attention	Understanding		Speaking		
40-60+ months	1	Maintains attention, concentrates and sits quietly during appropriate activity.	1	Responds to instructions involving a two-part sequence.		1	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
			2	Understands humour, e.g. nonsense rhymes, jokes.			
	2	Two-channelled attention – can listen and do for a short span.	3	Able to follow a story without pictures or props.	2	Uses language to imagine and recreate roles and experiences in play situations.	
			4	Listens and responds to ideas expressed	3	Links statements and sticks to a main	

			by others in conversation or discussion.			theme or intention.	
					4	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	
					5	Introduces a storyline or narrative into their play.	
ELG	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.		Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.			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 about to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	



# Communication and Language

