|  |
| --- |
| **Communication and Literacy** |
| Birth to 3 | Nursery | Reception |
| **Babies, toddlers and young children** will be learning to:* turn towards familiar sounds - they are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent
* gaze at faces, copying facial expressions and movements like sticking out their tongue
* make eye contact for longer periods
* watch someone’s face as they talk
* copy what adults do, taking ‘turns’ in conversations (through babbling) and activities
* try to copy adult speech and lip movements
* enjoy singing, music and toys that make sounds
* recognise and are calmed by a familiar and friendly voice
* listen and respond to a simple instruction

**Babies, toddlers and young children** will be learning to:* make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling)
* babble, using sounds like ‘baba’, ‘mamama’
* use gestures like waving and pointing to communicate
* reach or point to something they want while making sounds
* copy your gestures and words
* constantly babble and use single words during play
* use intonation, pitch and changing volume when ‘talking’

**Babies, toddlers and young children** will be learning to:* understand single words in context – ‘cup’, ‘milk’, ‘daddy’
* understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’

**Babies, toddlers and young children** will be learning to:* understand simple instructions like “give to nanny” or “stop”
* recognise and point to objects if asked about them

**Babies, toddlers and young children** will be learning to:* generally focus on an activity of their own choice and find it difficult to be directed by an adult
* listen to other people’s talk with interest but can easily be distracted by other things
* make themselves understood and can become frustrated when they cannot
* start to say how they are feeling, using words as well as actions
* start to develop conversation, often jumping from topic to topic
* develop pretend play - ‘putting the baby to sleep’ or ‘driving the car to the shops’

**Babies, toddlers and young children** will be learning to:* use the speech sounds p, b, m, w
* pronounce:
	+ l/r/w/y
	+ f/th
	+ s/sh/ch/dz/j
* multi-syllabic words such as ‘banana’ and ‘computer’

**Babies, toddlers and young children** will be learning to:* listen to simple stories and understand what is happening, with the help of the pictures
* identify familiar objects and properties for practitioners when they are described, for example, ‘Katie’s coat’, ‘blue car’, ‘shiny apple’
* understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’
* understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’)
 | **3 and 4-year-old children** will be learning to:* enjoy listening to longer stories and can remember much of what happens
* pay attention to more than one thing at a time, which can be difficult

**3 and 4-year-old children** will be learning to:* use a wider range of vocabulary
* understand a question or instruction that has 2 parts, such as: “Get your coat and wait at the door”
* understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

**3 and 4-year-old children** will be learning to:* sing a large repertoire of songs
* know many rhymes, be able to talk about familiar books, and be able to tell a long story
* develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’
* develop their pronunciation but may have problems saying:
	+ some sounds: r, j, th, ch, and sh
	+ multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
* use longer sentences of 4 to 6 words

**3 and 4-year-old children** will be learning to:* be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
* start a conversation with an adult or a friend and continue it for many turns
* use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver”
 | **Reception children** will be learning to:* understand how to listen carefully and why listening is important
* learn new vocabulary
* use new vocabulary throughout the day

**Reception children** will be learning to:* ask questions to find out more and to check they understand what has been said to them
* articulate their ideas and thoughts in well-formed sentences
* connect one idea or action to another using a range of connectives
* describe events in some detail
* use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
* develop social phrases

**Reception children** will be learning to:* engage in storytimes
* listen to and talk about stories to build familiarity and understanding
* retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
* use new vocabulary in different contexts
* engage in non-fiction books
* listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

**Reception children** will be learning to:* listen carefully to rhymes and songs, paying attention to how they sound
* learn rhymes, poems and songs

**ELGs****Listening, Attention and Understanding ELG****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.**Speaking ELG****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 whenappropriate- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use ofconjunctions, with modelling and support from their teacher. |