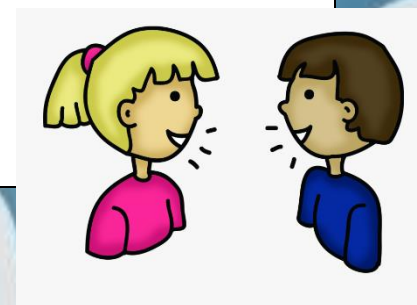


A communicator in our early years will...

Nursery - Listening, Attention and Understanding			
Baseline (Sept) (On Entry - Age 3)	Autumn (Dec)	Spring (Apr)	Summer (July) End of Nursery "Goals"
Listen to simple stories and use pictures to help them know what is happening	Listen to different songs and rhymes and join in with some that they know e.g. nursery rhymes	Start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.	Listen carefully to songs, stories and rhymes and respond by joining in
Understand simple instructions and questions e.g. Where is your hat? (Not yet 'why' questions- what, where, who)	Follow simple instructions with up to two key words Answer questions using who, what, when, where	Follow instructions with two key words accurately Answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.	Understand and respond to instructions with: *2 key words- Put on your hat *3 key words- Can you wash dolly's face? Understand and respond to 'why' questions
Listen to others talk and start to join in	Respond and give their attention when someone speaks to them (using my name helps)	Respond appropriately when they are spoken to e.g. asked a direct question Know to try and listen when someone else is speaking	Start a conversation and take it in turns to speak

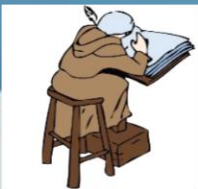




A *communicator* in our early years will...

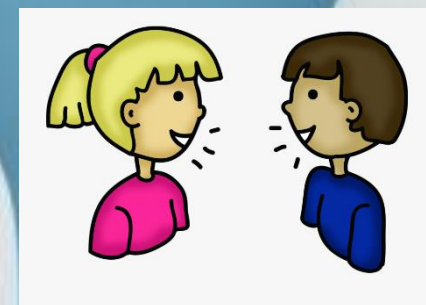
Nursery - Speaking			
Baseline (Sept) (On Entry - Age 3)	Autumn (Dec)	Spring (Apr)	Summer (July) End of Nursery "Goals"
Use the names for a range of familiar objects, people and actions	Use talk in my play to help organise e.g. "You sit there... I will be the mummy"	Use some new vocabulary e.g. scientific and story vocabulary	Explain, describe, recount and retell Join in with conversation (linked to listening)
Use a range of words for time, space, function and description	Link words together in the start of a sentence e.g. more milk	Develop my sentences e.g. I have more milk	Use a sentence of 4-6 words e.g. Can I have more milk please?
		Express my opinion using short sentences	Use connectives to link words in sentences e.g. I want the car and the crayon / I like milk because it tastes nice





A communicator in our early years will...

Reception - Listening, Attention and Understanding			
Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer ELG (July)
Follow a one or two-part instruction Enjoy joining in at group times and story times	Demonstrate good listening behaviours Follow simple instructions (with two or more parts) reliably	Respond to what they have heard by asking questions and saying what they think	Listen carefully Respond with questions, comments and actions
	Engage in story times Join in with familiar songs and rhymes	Say what they think Ask questions about what they have heard	Make comments about what they have heard Ask questions to help them understand
Talk to others and take it in turns to speak	Wait and take turns in conversation	Respond to what others say	Engage in conversation with their friends and teachers





A communicator in our early years will...

Reception - Speaking			
Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer ELG (July)
Express a point of view	Start to share their ideas with familiar adults Talk to others (adults and children)	Share their ideas in small groups Share their ideas with familiar adults	Take part in whole class and group discussions
Use talk to share what they think	Use talk to organise their thoughts Listen to and talk about stories, rhymes and non-fiction	Explain events that have already happened in detail Engage in stories, rhymes and non-fiction, sharing their ideas about them	Explain why things happen / might happen Use vocabulary from stories, non-fiction, rhyme and poems
Use a sentence of 4-6 words Use speech as a way of starting to express themselves	Share their ideas using talk as a tool Say how they feel using talk as a tool	Start to use full sentences Start to use past, present and future tenses	Express ideas and feelings Use full sentences using past, present and future tenses Use conjunctions (with support and modelling) to connect their ideas

