



COMMUNICATION AND LANGUAGE DEVELOPMENT: Curriculum Goals

Articles 24, 28 and 29- 'All children have a right to an education that supports them to use and develop their talents and abilities.'

Autumn Term	Spring Term	Summer Term
<p>First Milestone: To use communication and language to express wants, needs and entitlements. To begin to understand and use Makaton as a vehicle to support communication. To show enjoyment of stories, songs and rhymes through developing listening and attention skills. Begins to know and use name of key worker and friends.</p>	<p>Second Milestone: Children demonstrate a love for stories, songs and rhymes, and begin to use vocabulary linked to core books. Listening skills are developing so children can participate in group times and with support children are able to respond to questions and instructions. Children are able to ask for help if they need it, and speak in simple sentences.</p>	<p>Third Milestone: Children can follow instructions with 2 parts, and are developing a repertoire of favourite songs and rhymes. They have confidence in using language to express themselves, speaking in longer sentences using a range of vocabulary. Children access books independently and can re-tell stories and discuss what is happening.</p>
<p><u>Listening and Attention: Range 3 abilities- 'Pays attention but easily distracted'...</u> Range 2- Enjoys being playful, moving whole body to sounds they enjoy- paying attention to dominant stimulus Concentrates intently on an object or activity for short periods Range 3- Enjoys rhymes and shows listening by trying to join in with actions or vocalisations Pays attention to own choice of activity, may move quickly from activity to activity Range 4- Listens and to pays attention to the speaker, by engaging and enjoyable rhythmic patterns in stories and Nursery Rhymes, and joins in with repeated refrains. Listen and do for short times</p>	<p><u>Listening and Attention: Range 4 abilities- 'Single channelled attention; can shift to a different task if attention obtained- using child's name to focus...'</u> Range 5- Listens to familiar stories with increasing attention and recall Focusing attention- can still listen or do, but can change their own focus of attention Listens to familiar stories and can recall, joins in with repeated refrains and anticipates key events. <u>Understanding:</u> Range 5- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box... Beginning to understand 'how' and 'why' questions</p>	<p><u>Listening and Attention: Range 5 abilities; 'Focusing attention- can still listen or do, but can change their focus of attention....'</u> Range 5- Listens to others in one-to-one or small groups, when conversations interests them. Range 6; Shows variability in listening behaviour, may move around and fiddle but still be listening and sit still but not absorbed by activity. May indicate abilities with 2 channelled attention, paying attention for short, or longer periods of time. <u>Understanding:</u> Range 5- understands 'how' and 'why' questions</p>

<p>Begins to Follow simple directions (if not intently focused)</p> <p>Understanding:</p> <p>Range 3- Understands different situations- able to follow routine events and activities using nonverbal cues</p> <p>Range 4- Shows understanding of prepositions such as under, on top, behind by carrying out an action.</p> <p>Understands simple sentences e.g. “Snack time now”. (with use of symbols)</p> <p>Identifies action words by following simple instructions e.g. Show me jumping...</p> <p>Understands simple concepts- fast/slow, good/bad. Selects familiar objects by name, knowing the names of resources e.g. A ‘rolling pin’ for the play dough. Learns and uses names of friends and key worker.</p> <p>Speaking-Range 3 Copies expressions (oh dear) and is beginning to put 2 words together. Talks about people not present (e.g. mum and dad)</p> <p>Range 4: Copies and uses familiar expressions e.g. “Tidy up time” Puts two words together e.g. “want juice” to express needs, feelings and opinions. Uses different types of everyday words (nouns, verbs and adjectives) e.g. banana, go, sleep, hot. Beginning to ask simple questions e.g. “Where’s J?” Beginning to talk about people and things that are not present- use family photos on family group board as stimulus, Tapestry observations from home.</p>	<p>Range 6 Understanding- questions such as ‘who, why, when, where and how...’ Understands use of objects e.g. what do we cut with? Prepositions- ‘on top’, ‘in’, ‘behind and in front’</p> <p>Dev. Matters- <i>Developing understanding of a two-part question</i> Beginning to understand more complex sentences- ‘put your shoes in the basket and put your wellies on’.</p> <p>Speaking: Range 5- Beginning to use more complex sentences to link thoughts Questions why things happen and gives explanations... Asks who what when and how? 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> <p>Range 6 - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Speaking in more complex sentences, using ‘and’ and ‘because’ Use talk to explain what is happening and anticipate what might happen next.</p> <p>Development Matters: 3&4 years Using a wider range of vocabulary and longer sentences of four to six words Uses talk to organise themselves and their play e.g. ‘Let’s go on a bus.. I’ll be the driver’</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Range 6- Able to follow a storyline without pictures or props.</p> <p>Understands questions such as ‘who; why; when; where and how’ Beginning to follow a story without pictures or props. Understands a range of more complex sentence structures including negatives, plurals and tense markers.</p> <p>Speaking:- Range 5- Continues to make ‘sensible’ errors- e.g. ‘runned’ for ‘ran’ Will absorb and use language they hear around them in their community and culture. Uses intonation, rhythm and phrasing to make meaning clear to others Talks extensively about things that are important to them</p> <p>Range 6 -Extends vocabulary- grouping and naming exploring new words Able to use language to recall past experiences, Uses the past tense, present tense and future tense Uses talk to imagine, make up a storyline, recreate roles, organise, sequence, clarify thinking, ideas, feelings and events</p> <p>Dev. Matters- <i>Start a conversation with an adult or friend and continue it for many turns</i></p> <p>Anima phonics- Phase 1; Aspects 3- copy the rhythm, keep the beat, remember rhythms</p>
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<p>Uses language to share feelings, experiences and thoughts Uses longer sentences Uses a variety of questions Range 5: Extends vocabulary. Talks more extensively about things of importance to them.</p> <p>Amina Phonics Phase1, Aspects 1, 2 and 3 develop an awareness of difference between sounds</p>	<p>Anima Phonics- Phase 1; Aspect 3- To develop awareness of sounds and rhythms. Aspect 4- develop knowledge of rhyme. Beginning to develop an understanding of alliteration. Understand patterns of syllables To appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech.</p>	<p>Develop listening skills to decipher alliteration and hear initial sounds.</p> <p>Anima Phonics-Phase 1; Aspect 5 6, &7 to listen to and hear alliteration in words, and reproduce the initial sounds clearly and recognisably. Teach and model phonemes to include ‘unvoiced sounds’ (avoiding the ‘uh’ sounds). Anima Phonics-Phase 1; Aspect 2 Awareness of sounds made with instruments and noise makers- discriminate and reproduce loud and quiet Able to start and stop at a signal</p>
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- By the End of Nursery Children will:**
- Know why listening is important
 - Know a range of rhymes and songs from memory
 - Know repeated phrases within familiar stories
 - Know instructions require an action- they follow a sequence and know the purpose of instructions
 - Know what response is required from key questions
 - Be able to talk with other children
 - Talk about what they are doing and what they remember
 - Start conversations with familiar people
 - Talk in sentences about what they know, what they see and how they are feeling
 - Can talk about things that have happened, are happening and will happen, mostly using the correct tense
 - Asks and answers questions to find out more
 - Asks and answers questions about stories and events.