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| **Communication and Language – Speaking**  *Developing Knowledge and Skills Sequentially* | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1. | • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing  • Makes own sounds in response when talked to by familiar adults  • Lifts arms in anticipation of being picked up  • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like *baba, nono, gogo*  • Points and looks to make requests and to share an interest | • Find out from parents how they like to communicate with their baby, noting especially the chosen language.  • Ensure parents understand the importance of talking with babies in their home language.  • Pay attention to babies’ communications including facial expression, gesture, etc., and respond promptly so they know they have been heard.  • Encourage babies’ sounds and babbling by copying their sounds in a turn-taking or “serve and return” interaction.  • Communicate with parents to exchange and update information about babies’ personal words.  • Find out from parents how their baby attracts their attention at home. For example, calling or banging from highchair, verbalising if left alone, seeking eye gaze.  • Recognise the importance of all sounds and babbling babies share – this is their way of sharing their voice with you. | • Learn and use key words in the home languages of babies in the setting.  • Value and learn from families about their communities, languages and cultures. Including influences from other contexts of the baby’s life supports wellbeing.  • Encourage parents to record familiar, comforting sounds, such as lullabies in home languages. Use these to help babies settle if they are tired or distressed. |
| 2. | • Uses sounds in play, e.g. *brrrm* for toy car  • Uses single words  • Frequently imitates words and sounds  • Enjoys babbling and increasingly experiments with using sounds  • Uses words to communicate for a range of  purposes (e.g. *teddy, more, no, bye-bye*)  • Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest  • Creates personal words as they begin to develop language | • Try to “tune in” to the different messages young babies are attempting to convey, and respond.  • Look out for patterns of communications they use to invite you into encounters. This might include being playful or physical movements and utterances. Bringing you toys, or holding out objects to you may indicate that they want to “talk”.  • Share the fun of discovery and value babies’ attempts at words, e.g., by picking up a doll in response to *baba*.  • When babies try to say a word, repeat it back so they can hear the name of the object clearly.  • Find out from parents the greetings they use in English and in languages other than English, and use them in the setting.  • Recognise and equally value all languages spoken and written by parents, practitioners and children. | • Find out from parents the words that children use for things which are important to them, such as “bankie” for their comfort blanket, remembering to extend this question to home languages.  • Explain that strong foundations in a home language support the development of English.  • Tune into what different children enjoy and create environments where babbling and talking feels easy and comfortable and where children can experiment freely with the sounds they can make.  • Provide appropriate sensory experiences as well as opportunities for movement and private conversations and sound experiments – possibly in dens and cosy corners. |
| 3. | • Copies familiar expressions, e.g. *oh dear, all gone.*  • Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*)  • Beginning to put two words together (e.g. *Want ball, More juice*)  • Beginning to ask simple questions  • Beginning to talk about people and things that are not present  • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *Want it* | • Build vocabulary by giving choices, e.g. *apple or satsuma?*  • Model building sentences by repeating what the child says and adding another word, e.g. child says “*car”,* say *“mummy’s car”* or *“blue car*.”  • Give the child enough time to talk with silences to allow the child to respond or pauses to indicate turn talking.  • Show children how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong.  • Capitalise on the link between movement and the urge to make sounds to encourage children to “find their voice”, e.g. when swinging/ swaying/jumping/sliding etc.  • Accept and respond to words and phrases in home languages.  • Encourage parents whose children are learning English as an additional language to continue to encourage use of the first  language at home. This helps children learn English as well as being important for cultural and family reasons.  • Support children in using a variety of communication strategies, including signing such as with Makaton.  • Play with sounds and words children use, such as nonsense language, repeating made-up words or repetitive sounds, linking them to gestures or movement. | • Allow time to follow young children’s lead and have fun together while developing vocabulary, e.g. saying, *We’re jumping up, going down.* Use commentating and reporting back to them what they are doing as they do it*.*  • Where appropriate make opportunities to talk through and comment on some activities to highlight specific vocabulary or language structures, e.g. *You’ve caught the ball. I’ve caught the* *ball. Eva’s caught the ball.*  • Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary and language structures |
| 4. | • Uses language to share feelings, experiences and thoughts  • Holds a conversation, jumping from topic to topic  • Learns new words very rapidly and is able to use them in communicating  • Uses a variety of questions (e.g. *what, where, who*)  • Uses longer sentences (e.g. *Mummy gonna work*)  • Begins to use word endings (e.g. *going, cats*) | • Wait and allow the child time to start the conversation.  • Follow the child’s lead to talk about what they are interested in.  • Give children thinking time. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself.  • In conversations and during playful encounters with children, model language that is a step beyond the child’s language use  • Use the child’s voicing/speech attempts to lead play and encounters.  • For children learning English as an additional language, value nonverbal communications and those offered in home languages.  • Without comment, observe and then mirror a child’s interesting movement or series of movements. This might lead to a nonverbal “serve and return” movement dialogue, with the child leading the “conversation”. This can be very powerful with reluctant speakers or children not yet ready to use English.  • Add words to what children say, e.g. child says *Brush dolly hair,* you say *Yes, Lucy is brushing dolly’s hair*.  • Talk with children to make links between their body language and words, e.g. *Your face does look cross. Has something upset you?*  • Introduce new words in the context of play and activities.  • Use a lot of statements and comments and fewer questions to build natural conversation. When you do ask a question, use an open question with many possible answers.  • Show interest in the words children use to communicate and describe their experiences.  • Expand on what children say by repeating it and adding a few more words, helping children use more complex sentences.  • Use lively intonation and animated expression when speaking with children and reading texts.  • Talk to the child about family life, stories from home. Involve families in this. | • Display pictures and photographs showing engaging, familiar or fantastical events, objects and activities and talk about them with the children.  • Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.  • Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases.  • Provide opportunities for children to communicate in their home language.  • Help children to build their vocabulary, motivations and opportunities to experiment with talk by extending the range of their experiences.  • Understand that often when an experience is unfamiliar, children might fall silent at first but choose to talk about it later.  • Foster children’s enjoyment of spoken and written language by providing interesting and stimulating play opportunities in which there is little pressure to talk but words, songs and rhymes are welcome.  • Continue to encourage movement activity to stimulate sound and verbal utterances as well as the opportunity to explore expressive sounds and words to match movement, particularly outdoors. Stimulating the vestibular system through age appropriate swinging, spinning, sliding, swaying etc. may help reluctant speakers to use voice.  • Plan regular opportunities for children to speak, e.g. take turns having a toy animal at home, and then telling about the visit.  • Set up collaborative tasks, e.g. construction, food activities or story-making through role-play.  • Provide small world toys or puppets for children to act out familiar stories in their play. |
| 5. | • Beginning to use more complex sentences to link thoughts (e.g. using *and, because*)  • Able to use language in recalling past experiences  • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*)  • Uses talk to explain what is happening and  anticipate what might happen next  • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*  • Beginning to use a range of tenses (e.g. *play, playing, will play, played*)  • Continues to make some errors in language (e.g. *runned*) and will absorb and use language they hear around them in their community and culture  • Uses intonation, rhythm and phrasing to make the meaning clear to others  • Talks more extensively about things that are of particular importance to them  • 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* |
| 6. | • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  • Uses language to imagine and recreate roles and experiences in play situations  • Links statements and sticks to a main theme or intention  • Uses talk to organise, sequence and clarify  thinking, ideas, feelings and events  • Introduces a storyline or narrative into their play | Support children’s growing ability to express a wide range of feelings orally, and talk about their own experiences.  • Introduce and repeat new words in a range of contexts and encourage children to use them in their own talk  • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as *please, thank* *you* and *can I…?*. At the same time, respond sensitively to social conventions used at home.  • Show children how to use language for negotiating, by saying *May I…?, Would it be all right…?, I think that… and Will you…? i*n yourinteractions with them.  • Model language appropriate for different audiences, for example, a visitor.  • Encourage children to predict possible endings to stories and events.  • Encourage children to experiment with words and sounds, e.g.  in nonsense rhymes.  • Encourage children to develop narratives in their play, using words such as: *first, last, next, before, after, all, most, some, each, every*.  • Value children’s contributions and use them to inform and shape the direction of discussions.  • Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when  appropriate.  • Listen to language and conversation that emerge through play, particularly play that is led by the child | • Give time and make spaces for children to initiate  discussions from shared experiences and have conversations with peers and adults.  • Give thinking time for children to decide what they want to say and how they will say it.  • Encourage language play, e.g. through stories such as Goldilocks and the Three Bears and action songs that require intonation.  • Decide on the key vocabulary linked to activities, and ensure that all practitioners make opportunities to use the words in a range of contexts such as songs, stories, games, activities and natural conversations.  • Plan collaborative activities that help children to think  and talk about how they will begin, what parts each will play and what materials they will need.  • Review activities with children and encourage  them to think about and discuss the strategies they used.  • Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.  • Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made. |