Walverden Primary School
Communication and Language

	Nursery	Reception	ELG	Year 1
Early talk	• Reach or point to something they want while making sounds. • Use gestures like waving and pointing to communicate. • Copy your gestures and words. • Recognise and point to objects if asked about them. • Enjoy singing, music and toys that make sounds.	• Develop social phrases. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail.	ELG: Speaking 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 when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
Developing vocabulary	• Use a wider range of vocabulary.	• Be able to tell a long story Use a wider range of vocabulary. • Use new vocabulary in different contexts. • Learn new vocabulary. • Use new vocabulary. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary through the day • Engage in storytimes.		

	• Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books,	• 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books.		
Conversations and feelings	• Start to say how they are feeling, using words as well as actions • use single words during play. • Start to develop conversation, often jumping from topic to topic. • Start a conversation with an adult or a friend	• Start a conversation with an adult or a friend and continue it for many turns. • Be able to express a point of view and to debate when they		

	• Use longer sentences of four to six words.	disagree with an adult or a friend, using words as well as actions.		
Speaking in play	• Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		
Speech sounds	• 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' • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat',	• 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		

	‘blue car’, ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.	‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Connect one idea or action to another using a range of connectives.		
Listening and understanding	• Understand simple instructions like “give to nanny” or “stop”. • Listen and respond to a simple instruction. • Listen to simple stories and understand what is happening, with the help of the pictures. • 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.	• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Understand how to listen carefully and why listening is important. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	ELG: Listening, Attention and Understanding 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.	
Questioning	• Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).	• Ask questions to find out more and to check they understand what has been said to them.		

	• Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	•		

Purple- birth to 3

Red- 3-4

Black- Reception