



## Birth to Three

- 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.
- **CHECKPOINT – Is the baby using speech sounds (babbling) to communicate with adults?**
- **CHECKPOINT – Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?**
- **CHECKPOINT – Around 12 months, is the baby beginning to use single words like mama, dada, tete (teddy)?**
- 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.
- **CHECKPOINT – Around 6 months, does the baby respond to familiar voices, turn to their name and 'take turns' in conversation with babbling?**
- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to mummy" or "stop".
- Recognise and point to objects if asked about them.
- **CHECKPOINT – Around 12 months, can the baby choose between two objects: 'Do you want the ball or the car?'**
- **CHECKPOINT - Around 18 months, is the toddler listening and responding to a simple instruction like: 'Adam, put on your shoes'**
- **CHECKPOINT – Around 18 MONTHS, does the toddler understand lots of single words and some two word phrases, such as 'give me' or 'shoes on'**
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- **CHECKPOINT – By around 2 years old, is the child showing an interest in what other children are playing with and sometimes joining in?**
- **CHECKPOINT - Around 15 months, can the baby say around 10 words (may not be clearly)?**
- **CHECKPOINT – Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?**
- 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'.
- **CHECKPOINT – Towards their 2<sup>nd</sup> birthday, can the child use up to 50 words? Is the child beginning to put two or three words together: 'more milk?' Is the child frequently asking questions, such as the names of people and objects?**

## Birth to Three

- 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.
- **CHECKPOINT – By around 3 years old, can the child shift from one task to another if you get their attention. (Using the child's name can help with this)**
- Try to make themselves understood, and may 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.
- Use the speech sounds p, b, m, w.
- Pronounce:
  - l/r/w/y      - s/sh/ch/dz/j
  - f/th          - multi-syllabic words such as 'banana' and 'computer'
- **CHECKPOINT – Towards their 3<sup>rd</sup> birthday, can the child use around 300 words? These words include descriptive language. They include words for time (such as 'now' and 'later', for space (such as 'over there') and function (such as telling you a sponge is for 'washing')**
- **CHECKPOINT – Is the child linking up to five words together? Is the child using pronouns (me, him, she etc) and using plurals and prepositions (in, on, under) – these may not always be used correctly to start with.**
- 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').
- **CHECKPOINT – Towards their third birthday, can the child follow instructions with three key words like: 'Can you wash dolly's face?'**

## Three and Four-Year-Olds

- **Enjoy listening to longer stories and can remember much of what happens.**
- **Can find it difficult to pay attention to more than one thing at a time.**
- **CHECKPOINT – Around the age of 3, can the child shift from one task to another if you fully obtain their attention.**
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- **CHECKPOINT – At around the age of 4, can the child answer ‘why’ question?**
- Use a wider range of vocabulary.
- 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
  - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.
- 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.
- Can 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.”
- **CHECKPOINT – Around the age of 4, is the child using sentences of 4-6 words?**
- **Can they use sentences joined up with words like- ‘because’, ‘or’, ‘and’**
- **Is the child using the future and past tense?**

## Children in Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- 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.
- Engage in story times.
- 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.

## Early Learning Goals

### Listening, Attention and Understanding

- 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

- 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.