







Communication and Language: Listening and attention

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p>RANGE 1</p> <ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy • Listens to, distinguishes and responds to intonations and sounds of voices • Reacts in interaction with others by smiling, looking and moving • Quietens or alerts to the sound of speech • Looks intently at a person talking, but stops responding if speaker turns away • Listens to familiar sounds, words, or finger plays • Fleeting attention – not under child’s control, new stimuli takes whole attention 	<ul style="list-style-type: none"> • Get physically close making sure the baby can see your face. Make sure the baby is looking at you and wants to interact. This will help the baby to observe faces and notice communications. • Show that you are present and tuned in by using eye contact and touch to create shared moments of interaction. • Be attentive and leave space for the baby to start a “serve and return” conversation. • Use a range of animated facial expressions to show babies you are interested in them. • Use a lively voice with ups and downs to help babies tune in. • Say the baby’s name to draw their attention. • Imitate the baby’s responses to show you notice and value their contributions. • Encourage playfulness, laughter, turn-taking and responses, using “peek-a-boo” and action rhymes. 	<ul style="list-style-type: none"> • Share stories, songs and rhymes from all cultures and in babies’ home languages and other languages common in communities. • Share favourite stories, songs, rhymes or music as babies are settling to sleep, or at other quiet times. • Sing frequently with young babies, encouraging them to join in. • Create an environment which invites responses from babies and adults, for example, touching, smiling, smelling, feeling, listening, exploring, describing and sharing. • Establish a familiar pattern by spending prolonged moments of time each day interacting with the baby, or a small group of babies. • Consider what it feels like to use your voice in your environment – what kinds of soundscape and sensory atmosphere do children experience? Is the invitation to “join in” with this environment, using voices, bodies and objects to make noise, irresistible?
 <p>RANGE 2</p> <ul style="list-style-type: none"> • Moves whole body to sounds they enjoy, such as music or a regular beat • Concentrates intently on an object or activity of own choosing for short periods • Pays attention to dominant stimulus – easily distracted by noises or other people talking. • Enjoys laughing and being playful with others 	<ul style="list-style-type: none"> • Sing songs and rhymes during everyday routines. • Use repeated sounds, and words and phrases so babies can begin to recognise particular sounds. • Pay attention to babies’ teasing and emergence of humour. They may use inanimate objects to tease and provoke your reaction. • Follow the baby’s focus and pay joint attention to what they are interested in. 	
 <p>RANGE 3</p> <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity 	<ul style="list-style-type: none"> • Use natural gestures and/or signing e.g. waving “bye-bye”. • Let the child choose the activity and follow their interest . • Use percussion instruments to take turns. • Sing songs and encourage repetitive action rhymes. • Play alongside the child and talk together. • Encourage young children to explore and imitate sound. • Talk about the different sounds they hear, such as a tractor’s <i>chug chug</i> while sharing a book. 	<ul style="list-style-type: none"> • Collect resources that children can listen to and learn to distinguish between. These may include games that involve guessing which object makes a particular sound • Encourage listening in its widest sense; this could include opportunities to listen to human noises, non-human noises, objects that make interesting noise, weather and other outdoor sounds. • Provide opportunities to listen to the sounds of the local area, the home and the natural world. • Listen to sounds that are easily identifiable and mysterious noises that are not. Model and encourage playful imaginative responses.

Communication and Language: Listening and attention

A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p>RANGE 4</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus 	<ul style="list-style-type: none"> • Model being a listener by listening to children and taking account of what they say in your responses to them. • Have conversations with children as part of everyday activities • Play alongside children and talk with them as part of playful encounters • Model and encourage language for thinking by using phrase such as <i>I wonder...</i>, <i>What if...</i>, <i>I have an idea</i>. • Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. • Be aware of and actively support the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourite stories, rhymes and songs in their home languages. 	<ul style="list-style-type: none"> • Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book. • Encourage children to learn one another’s names and to pronounce them correctly. • Ensure all practitioners can pronounce the names of children, parents and other practitioners. • Find out parents’ preferred names for themselves and their children. • Where possible minimise background noise and visual distractions in the environment, and ensure spaces are separated enough for children to listen to each other. • Encourage talk in all spaces, both indoors and outdoors.
 <p>RANGE 5</p> <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) 	<ul style="list-style-type: none"> • Engage in role play and imaginary play scenarios and model listening behaviours. • Encourage children to listen to their friends and take turns in play and activities. • Make mistakes when telling stories/singing songs so the children correct you. • Cue children, particularly those with communication difficulties, to listen by first using their name, and signal a change of conversation, e.g. <i>Now we are going to talk about...</i> • Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. • Invite parents and members of wider communities to story-telling opportunities, so children can use their full language repertoire. Children then hear a range of languages, and the value of home languages as well as English. 	<ul style="list-style-type: none"> • When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. <i>mmmmummy, shshshshadow, K-K-K-KKaty</i>. • Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children’s voices on tape. • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. <i>Hickory Dickory bee, The mouse ran down the...</i>
 <p>RANGE 6</p> <ul style="list-style-type: none"> • Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span 	<ul style="list-style-type: none"> • Introduce “rhyme time” bags containing books that are relevant to the communities of your setting. Encourage taking these home, and involve parents in rhymes and singing games. • Ask parents to record and share songs and rhymes that have meaning to them, their family and community. 	<ul style="list-style-type: none"> • Set up a listening area or other opportunities where children can enjoy rhymes and stories. either independently or with an adult. • Provide instruments for musical play. • Provide opportunities to listen in different kinds of environments, e.g. outdoor spaces, dens, large and small rooms and buildings. • Explore different kinds of surfaces and how noise bounces off them.

In some cases, suggestions for similar support for children’s development and learning apply across two ranges. In these cases the Positive Relationships and Enabling Environments columns are shown in the colour of the first range, but apply to both adjacent ranges.

Communication and Language: Listening and attention

A Unique Child:
what a child might be doing

Positive Relationships:
what adults might do

Enabling Environments:
what adults might provide

RANGE 5 & 6 (cont)

- Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking.
 - Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.
 - Play games which involve listening for a signal, such as Simon Says, and use *Ready, steady...go!*
 - Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear using words such as *long, short, high, low*.
 - Play with sand timers to help extend concentration for children who find it difficult to focus their attention on a task.
 - Explain why it is important to pay attention by looking and listening when others are speaking.
 - Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully starting with simple actions and gestures, progressing to single words and phrases, and then to using more complex sentences.
- Talk with children about how we listen differently to different things, for example animals and types of music.

Statutory 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.

Statutory ELG: Self-Regulation

Children at the expected level of development will:



- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Communication and Language: Understanding

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 RANGE 1	<ul style="list-style-type: none"> • Turns when hears own name • Starts to understand contextual clues, e.g. familiar gestures, words and sounds 	<ul style="list-style-type: none"> • Look at the baby and say their name. Make eye contact and wait for them to react. • Interpret and give meaning to the things young babies show interest in, e.g. when babies point to an object tell them what it is. • Use an animated, enthusiastic face when interacting with children. • Observe children as they watch their environment. • Look out for strategies babies use to attract your attention, such as seeking eye contact, gestures such as pointing, facial expressions and intentional physical movement. 	<ul style="list-style-type: none"> • Let babies see and hear the sequence of actions you go through as you carry out familiar routines. • Provide resources and spaces that stimulate babies' interests such as a shiny bell, a book or a mirror on the floor or on your lap. • Find out from parents how babies make themselves understood at home. • Confirm which is their home language. • Display lists of words from different home languages, and invite parents and other adults to contribute. Include all languages in the community since seeing their languages reflected in the setting will encourage all parents to feel involved and valued. • When singing rhymes and songs use actions to support children's understanding of words and their relation to wider life.
 RANGE 2	<ul style="list-style-type: none"> • Is developing the ability to follow others' body language, including pointing and gesture • Responds to simple questions when in a familiar context with a special person (e.g. <i>Where's Mummy?</i>, <i>Where's your nose?</i>) • Understanding of single words in context is developing, e.g. <i>cup</i>, <i>milk</i>, <i>daddy</i> 	<ul style="list-style-type: none"> • Talk to babies about what you are doing and what is happening, so they will link words with actions, e.g. preparing lunch. • Use actions including hands and finger plays to support your words, e.g. waving when you say <i>bye bye</i>. • Speak clearly. Babies respond well to a higher pitched, sing-song voice. • Use and repeat single words while you share attention to an object or event, so the baby can gradually link the word to its meaning. 	
 RANGE 3	<ul style="list-style-type: none"> • Understands different situations - able to follow routine events and activities using nonverbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. <i>Throw the ball</i>) 	<ul style="list-style-type: none"> • Use gestures and facial expression to help show your meaning. • Be aware that young children's understanding is much greater than their ability to express their thoughts and ideas. For example, a child may be able to go and hang their coat up when asked but say only <i>coat up</i> to explain what they did. • Recognise young children's competence and appreciate their efforts when they show their understanding of new words and phrases (<i>Yes, that is a little flower</i>). • Use language appropriate to the child's level of understanding. • Stay with the child while they play, taking time to watch their movements and react to their initiations and adding words to describe what the child is doing. 	<ul style="list-style-type: none"> • Plan play activities and provide resources which encourage young children to engage in symbolic play, e.g. putting a "baby" to bed and talking to it appropriately. • Plan real world shared experiences such as visits, everyday tasks, or preparing activities in the setting. • Use pictures, books, real objects, and signs alongside your words.

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Communication and Language: Understanding

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p>RANGE 4</p>	<ul style="list-style-type: none"> Identifies action words by following simple instructions, e.g. <i>Show me jumping</i> Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is?</i>) Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) 	<ul style="list-style-type: none"> Be attentive and respond to children's talk in an appropriate and positive way. Use talk to describe what children are doing by providing a running commentary, e.g. <i>Oh, I can see what you are doing. You have to put the milk in the cup first.</i> Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel. Talk slowly enough for the child to understand. Provide words by labelling objects, actions and abstract things like feelings. Stay with the child while they play, play alongside the child and show attentive companionship as you share conversations. 	<ul style="list-style-type: none"> Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails, which reflect their wider living and non-living communities. Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. <i>We need some eggs. Let's see if we can find some in here</i>
 <p>RANGE 5</p>	<ul style="list-style-type: none"> Understands use of objects (e.g. <i>Which one do we cut with?</i>) Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i> Beginning to understand <i>why</i> and <i>how</i> questions 	<ul style="list-style-type: none"> Prompt children's thinking and discussion through involvement in their play. Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. <i>You told me this model was going to be a tractor. What's this lever for?</i> When you need to give children directions be clear and help them to deal with those involving more than one action, e.g. <i>Time to come and wash your hands and then we'll set the table for lunch.</i> When introducing a new activity, use mime and gesture to support language development. Showing and talking about a photograph of an activity such as hand washing can help to reinforce understanding. Make playful "silly mistakes" deliberately to prompt reaction and allow children to explore being the "expert". Be aware that some children may watch another child in order to know what to do, rather than understanding what you've said themselves. Embed sustained shared thinking approaches to extend language and conversational moments to help increase the child's awareness and understanding of speech. 	<ul style="list-style-type: none"> Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted. Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action Find out from parents how children make themselves understood at home; confirm which their preferred language other modes of communication are. Tune into children's preferred modes of communication – perhaps direct questions feel confronting but shared making or an exchange of funny expressions or gestures creates a connection more effectively. Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand. Alongside books, introduce story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel. Displays can connect experiences across places or provide reminders of previous trips, events or seasons, for example.

Communication and Language: Understanding

A Unique Child: what a child might be doing



RANGE
6

- Understands a range of complex sentence structures including negatives, plurals and tense markers
- Beginning to understand humour, e.g. nonsense rhymes, jokes
- Able to follow a story without pictures or props
- Listens and responds to ideas expressed by others in conversation or discussion
- Understands questions such as *who*; *why*; *when*; *where* and *how*

Positive Relationships: what adults might do

- Ask children to think in advance and predict how they will accomplish a task. Talk through and sequence the stages together.
- Enjoy sharing stories with individual children and small groups. Engage in sustained shared thinking with them to extend their thinking and use of vocabulary.
- Use appropriate vocabulary during play with children to encourage them to think about stories and cultural narratives.
- Use stories from books to focus children's attention on predictions and explanations, e.g. *Why did the boat tip over?*
- Help children to
 - identify patterns, e.g. what generally happens to good and wicked characters at the end of stories
 - draw conclusions: *The sky has gone dark. It must be going to rain*
 - explain effect: *It fell over because it was too tall.*
 - predict: *It might not grow in there if it is too dark.*
 - speculate: *What if the bridge falls down?*

Enabling Environments: what adults might provide

- Set up displays that are interactive so children can touch, pick up etc and talk about/reflect on their experiences
- Provide for, initiate and join in imaginative play and role-play or real life storytelling encouraging children to talk about what is happening and to act out the scenarios in character.

Statutory ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

Statutory ELG: Comprehension (Literacy)

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

A Unique Child: what a child might be doing



RANGE 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

Positive Relationships: what adults might do

- 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.

Enabling Environments: what adults might provide

- 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.





RANGE 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.

Communication and Language: Speaking

	A Unique Child: what a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
 <p>RANGE 3</p>	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. <i>Oh dear, All gone.</i> • Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>) • Beginning to put two words together (e.g. <i>Want ball, More juice</i>) • 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 <i>Want it</i> 	<ul style="list-style-type: none"> • Build vocabulary by giving choices, e.g. <i>apple or satsuma?</i> • Model building sentences by repeating what the child says and adding another word, e.g. child says “<i>car</i>”, say “<i>mummy’s car</i>” or “<i>blue car.</i>” • 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. 	<ul style="list-style-type: none"> • Allow time to follow young children’s lead and have fun together while developing vocabulary, e.g. saying <i>We’re jumping up, going down.</i> • Where appropriate make opportunities to talk through and comment on some activities to highlight specific vocabulary or language structures, e.g. <i>You’ve caught the ball. I’ve caught the ball. Eva’s caught the ball.</i> • Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary and language structures.
 <p>RANGE 4</p>	<ul style="list-style-type: none"> • 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. <i>what, where, who</i>) • Uses longer sentences (e.g. <i>Mummy gonna work</i>) • Beginning to use word endings (e.g. <i>going, cats</i>) 	<ul style="list-style-type: none"> • 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 playful encounters with children, model language 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 non-verbal 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. 	<ul style="list-style-type: none"> • 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.

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<p>RANGE 4 (cont.)</p>  <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. <i>went down slide</i>, <i>hurt finger</i>) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i> • Beginning to use a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>) • Continues to make some errors in language (e.g. <i>runned</i>) 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. <i>This box is my castle</i> <p>RANGE 5</p>	<ul style="list-style-type: none"> • Add words to what children say, e.g. child says <i>Brush dolly hair</i>, you say <i>Yes, Lucy is brushing dolly's hair</i>. • Talk with children to make links between their body language and words, e.g. <i>Your face does look cross. Has something upset you?</i> • 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. 	<ul style="list-style-type: none"> • 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.

Communication and Language: Speaking

A Unique Child: what a child might be doing



- 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

RANGE
6

Positive Relationships: what adults might do

- 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...?* in your interactions 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.

Enabling Environments: what adults might provide

- 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. 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.

Statutory ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Statutory 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.