



COMMUNICATION & LANGUAGE

October 2024

Progression through the early years

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.
 - 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.
- 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', 'mama'.
 - 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'.
- 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 nanny" or "stop".
 - Recognise and point to objects if asked about them.
- 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.
 - Make themselves understood, and can 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.
 - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- 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'

Birth to Three

- 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').

Three and Four-Year-Olds

- 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.
- Use a wider range of vocabulary.
- 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?"
- 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.
- 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."

Children in Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through 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.
- 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.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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.

- C&L is assessed in English.
- Two areas- Listening, attention and understanding & Speaking
- To reach 'expected', children must fit the majority of the statements.
- If children are working below, you will be informed and we will work together to help support your child.

Early Learning Goals

Listening, Attention and Understanding

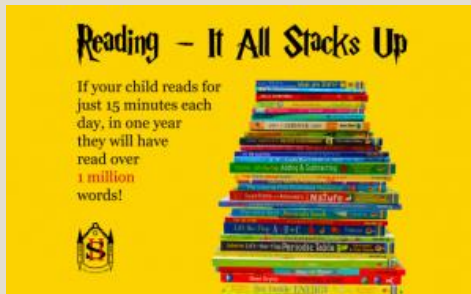
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Why is communication so important

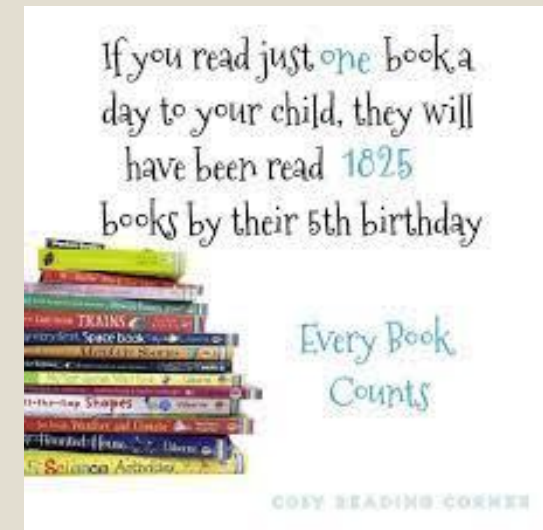
- Communication and language is 1 out of 3 prime areas in the Early years (the other two are Personal, Social & Emotional Development and Physical development).
- It is the foundation and basis for all learning. If a child doesn't achieve well in Communication and language, they will not achieve well in any of the other areas.
- It is the first thing we target in Nursery and reception alongside PSED.



Listening and Attention

First skills are children learn auditory attention, discrimination & memory

- Reading engaging books
- Bedtime stories
- Listening games (in the environment/ animal sounds etc)
- What made the sound? game (using instruments/ household objects)
- Memory games (missing object/ pairs game)



Books to engage....



Understanding

- Following instructions

- Practising 'remembering' - Sequential memory games (I went to the supermarket and I bought/ went to the zoo and I saw a.....)
- Using time language at home 'first, next, before, after, later.

- Nouns, verbs and vocabulary

- Model using sentences and using the correct pronoun (he/ she).
- Repeat what your child has said with the correct pronunciation/ grammar/ structure.
- Concentrate on verbs (doing words) during play. For example, rather than saying 'You have a blue bowl,' say 'you are **mixing** the eggs.
- Follow the [ShREC](#) and 'OWL' (see next slide) approach

- 'OWL' approach

Imagine your child loves playing in the sand. You head to the playground or to the beach and...



Get face-to-face Get down to your child's level so you are close together and can see each other's faces.

then...

Observe Watch your child silently and pay close attention to what they say or do. This will tell you what they're interested in. Do they like pouring water on the sand, making a big pile, or digging a hole?

Wait When you wait quietly without telling your child what to do, you give them an opportunity to explore and experiment, which will help you pinpoint what they are most interested in doing. You also give them a chance to start the interaction and "tell" you something.

Listen Pay attention to what your child says, without interrupting. This lets your child know that you are present and focused on them, and that what they are communicating is important to you.

Next...Follow Your
Child's Lead!



Speech

- By Reception, your child should be able to say most sounds and words correctly and clearly.
- Seek help from doctor/ school who can/ may refer you to a speech and language therapist.
- Model the sound or speech and repeat what child has said to them (do not make them repeat it back)
- Clap out the syllables of a word
- Drop in sessions you can discuss concerns with a qualified speech and language therapist. They will give you advice and next steps.

Impact of Technology

- An Australian study found that Screen time robs average toddler of hearing 1,000 words spoken by adult a day, study finds
- The study found the average three-year-old in the study was exposed to two hours and 52 minutes of screen time a day. Researchers estimated this led to those children being exposed to 1,139 fewer adult words, 843 fewer child words and 194 fewer conversations.
- Children should avoid screen time between 1-3 hours before going to bed
- [Parent- child interaction](#)

