

Communication and language

Listening and attention

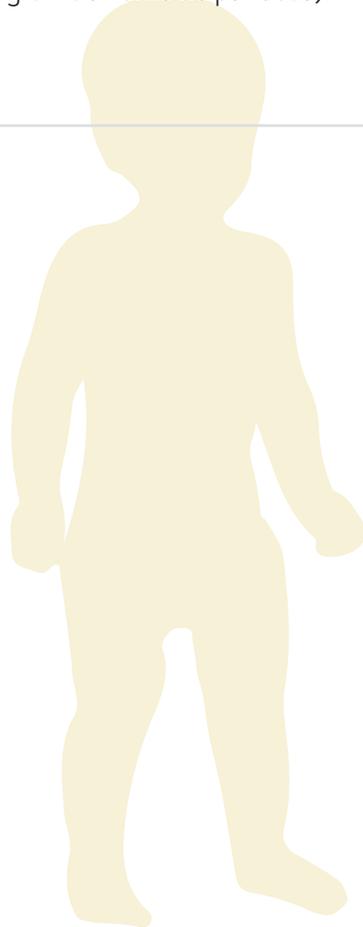
	22–36 months	30–50 months	40–60+ months
Listen attentively	<ul style="list-style-type: none">• Listen with interest to the noises adults make when they read stories.	<ul style="list-style-type: none">• Listen to others one to one or in small groups, when conversation interests them.• Listen to stories with increasing attention and recall.	<ul style="list-style-type: none">• Two-channelled attention – can listen and do for short time span.
Anticipate key events	<ul style="list-style-type: none">• Show an interest in play with sounds, songs and rhymes.	<ul style="list-style-type: none">• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	<ul style="list-style-type: none">• Accurately anticipate key events.
Make relevant responses	<ul style="list-style-type: none">• Recognise and respond to many familiar sounds.	<ul style="list-style-type: none">• Focus attention – still listen <i>or</i> do, but is able to shift own attention.	<ul style="list-style-type: none">• Respond with relevant comments, questions or actions.

Listening and attention

Give attention to others

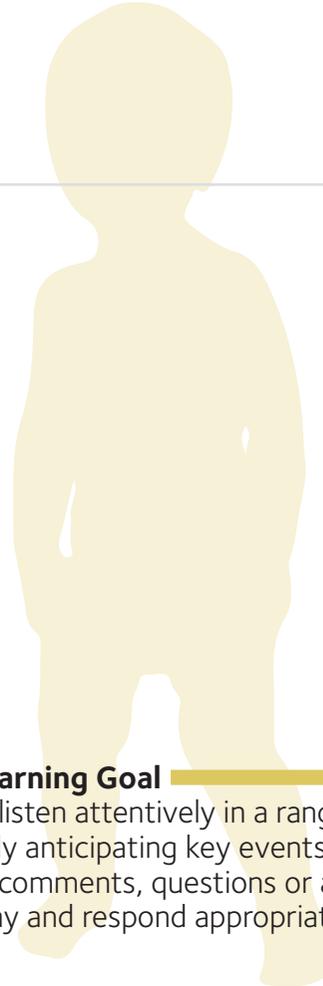
22–36 months

- Single-channelled attention – can shift to a different task if attention fully obtained (using child’s name helps focus).



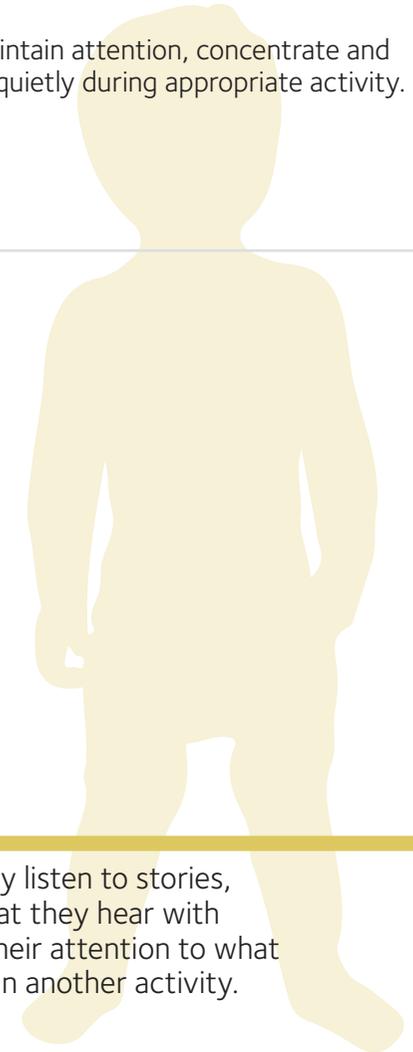
30–50 months

- Able to follow directions.



40–60+ months

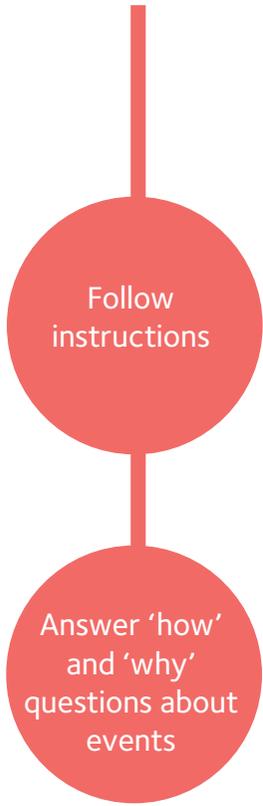
- Maintain attention, concentrate and sit quietly during appropriate activity.



Early Learning Goal

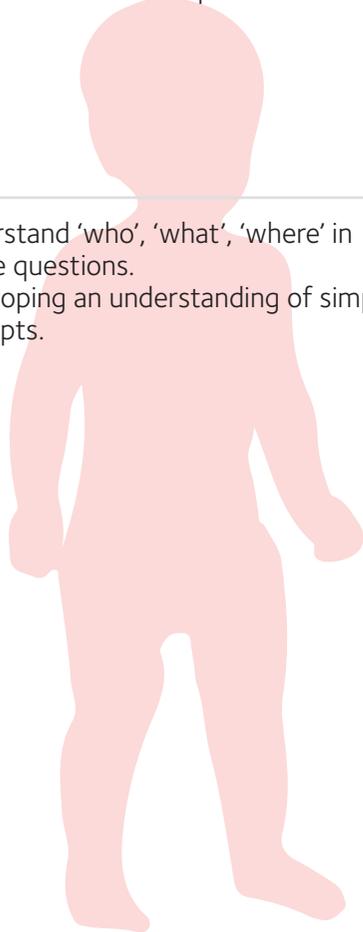
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding



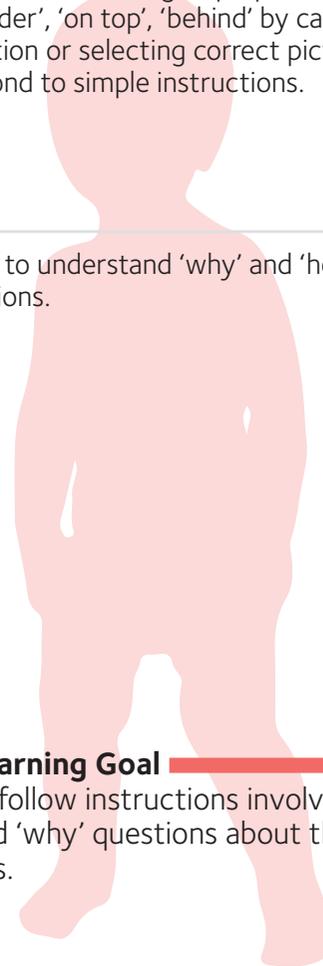
22–36 months

- Identify action words by pointing to the right picture.
- Understand more complex sentences.



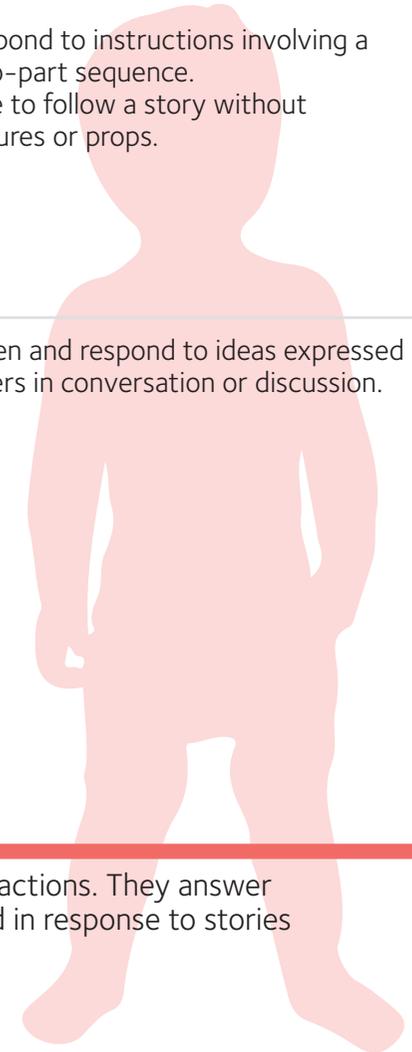
30–50 months

- Understand use of objects.
- Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Respond to simple instructions.



40–60+ months

- Respond to instructions involving a two-part sequence.
- Able to follow a story without pictures or props.



- Understand 'who', 'what', 'where' in simple questions.
- Developing an understanding of simple concepts.

- Begin to understand 'why' and 'how' questions.

- Listen and respond to ideas expressed by others in conversation or discussion.

Early Learning Goal

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking



22–36 months

- Use language as a powerful means of widening contacts and sharing feelings, experiences and thoughts.

- Learn new words very rapidly and use them when communicating.
- Use gestures, sometimes with limited talk.

- Hold a conversation, jumping from topic to topic.
- Use a variety of questions.
- Use simple sentences.
- Begin to use word endings.

30–50 months

- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Use vocabulary focused on objects and people that are of particular importance to them.

- Can retell a simple past event in the correct order.
- Use talk to connect ideas, explain what is happening, anticipate what might happen next and recall and relive past experiences.

- Begin to use more complex sentences to link thoughts.
- Question why things happen and give explanations.
- Use a range of tenses.
- Build up vocabulary that reflects the breadth of their experiences.
- Use talk in pretending that objects stand for something else in play.

40–60+ months

- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.

- Use language to imagine and recreate roles and experiences in play situations.

- Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Link statements and stick to a main theme or intention.
- Introduce a storyline or narrative into their play.

Early Learning Goal

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.