

COMMUNICATION AND LANGUAGE: Listening and attention		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<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"> • Looking at books/mirrors to recognise themselves. • Simple action songs, recognising body parts. • Simple Makaton signs, please, thank you, water, milk. • Finger puppets and puppets to look at different animals from Chinese new year. • Musical instruments from different cultures to attract attention.
8 – 20 months	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • 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. 	<ul style="list-style-type: none"> • Musical instruments from different cultures to attract attention. • Treasure baskets with objects from different cultures. • Sharing books form topics for children to choose. • Routine songs and songs linked to Topic chick, chick, peter rabbit, little rabbit foo foo, jump like a kangaroo,
16 – 26 months	<p>Listens to and enjoys rhythmic patterns in rhymes and stories.</p> <ul style="list-style-type: none"> • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> • Sharing books from topics, room on a broom, owl babies, Monkey puzzle. • Action songs sleeping bunnies, animal songs old Macdonald using Makaton signs, 5 little speckled frogs, we’re going on a bear hunt. • Adults to change tones and facial expressions to engage children.
22 – 36 months	<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"> • Sharing from topics using intonation, acting out the story. • Recognising routine music for tidying up etc. • Musical instruments form Chinese new year, boom whackers on LTN sessions, making didgeridoo.
30 – 50 months	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity) 	<ul style="list-style-type: none"> • Group time discussion about topic, visitors from different cultures coming to celebrate St Patrick’s day, St David’s day, Chinese new year etc. • Holding an object when talking or turn taking in conversations. • Using stories to promote recall and refrains linked to topic, selfish crocodile, guess how much I love you, little

		<ul style="list-style-type: none"> red hen etc. Discussion about own cultures, festivals and home life celebrating individuality. Use of story sacks/boxes to promote participation. Mirror me games, following directions, following directions for recipes e.g. welsh cakes, Chinese banquet food, pancakes, anzac biscuits etc.
40 – 60 months	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <p>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.</p>	<ul style="list-style-type: none"> Extending learning opportunities e.g decorating eggs followed by egg hunts or egg rolling. Cooking activities writing list and going shopping before cooking. Linking L.O to children’s interests through the topic.
COMMUNICATION AND LANGUAGE: Understanding		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<ul style="list-style-type: none"> Stops and looks when hears own name. Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> Saying name in different ways to increase awareness of it, singing the name song, using eye contact to gain attention, use name at all opportunities. Using words in conjunction with signs e.g saying goodbye and waving etc introducing topic objects and saying what they are e.g wok, kangaroo
8 – 20 months	<ul style="list-style-type: none"> Developing the ability to follow others’ body language, including pointing and gesture. Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). Understanding of single words in context is developing, e.g. ‘cup’, ‘milk’, ‘daddy’. 	<ul style="list-style-type: none"> Adults role modelling and showing objects from topics e.g costumes, animal, colours, shapes. Mirrors, books looking at themselves and recognising body parts, family pictures. Using the word/object with conjunction with the sign. Using signs for Chinese new year animals, food, Valentines day I love you sign.
16 – 26 months	<ul style="list-style-type: none"> Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences (e.g. ‘Throw the ball.’) 	<ul style="list-style-type: none"> Hunts for different objects in the room when showing a picture on a card e.g frog, wombat, chopsticks, heart Treasures baskets with selection of objects from topic and asking children to select. LTN walks understanding boundaries.
22 – 36 months	<ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). Developing understanding of simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> Chinese race who came 1st, who didn’t take part. Asking questions such as where is mummy owl. What is the caterpillar eating. Adults extending instructions continuous communication.

		<ul style="list-style-type: none"> Sharing books and songs to introduce concepts, Owl babies big/little, we're going on a bear hunt over/under, roly polly up/down.
30 – 50 months	<ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> Cooking learning opportunities to use different equipment, rolling pins, cutters –welsh cakes. Making cards for Easter, Valentines, Mothers day, uses pens, paints, scissors glue etc. Group times looking at positions of where cuddly animals from topics are on top, behins etc Looking at books K for kangaroo, how to catch a leprechaun asking how and why.
40 – 60 months	<ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands 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. <p>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</p>	<ul style="list-style-type: none"> Adults extending instructions continuous communication. Singing roly polly back to front, upsy down town, runaway pancake to introduce humour. Acting out Chinese race, we're going on a bear hunt. Group time discussion and visitors invited in to celebrate festivals.
COMMUNICATION AND LANGUAGE: Speaking		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> Adults to respond to child's needs, copying noises and turn taking, using mirrors for them to talk to themselves. Getting to know familiar adults and being comforted by them. Repeat sounds that child makes and extends using correct word for object.
8 – 20 months	<ul style="list-style-type: none"> 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 and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) Uses pointing with eye gaze to make requests, and to share an interest. Creates personal words as they begin to develop language. 	<ul style="list-style-type: none"> Linking animal sounds and gestures for Chinese new year. Adults being good role model and talking to children, saying what children are pointing to extending "would you like" AS saying words continue to repeat correct.
16 – 26 months	<ul style="list-style-type: none"> Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. 'want ball', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions. 	<ul style="list-style-type: none"> Using books and rhymes to increase communication, We're going on an egg hunt, chicken little, Joey the kangaroo.

	<ul style="list-style-type: none"> • Beginning to talk about people and things that are not present 	<ul style="list-style-type: none"> • When trying new foods asking more please. • Photos of family linking to this is me. • Introducing unfamiliar topics e.g new life and encouraging children to ask questions, new objects in home corner printed pictures.
22 – 36 months	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing 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 gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. <i>what, where, who</i>). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. <i>going, cats</i>). 	<ul style="list-style-type: none"> • Visitors coming in or children talking about their own cultures and bringing objects from home in to talk about. Welsh stories, Money envelopes, Australian flag. • Introducing new words and objects through everyday routine and topics, different costume names, different animals, animals coming out from hibernation, new life-mum's and babies different names sheep-lambs, LTN seeing ducks-ducklings. • Encouraging children to ask questions and adults role modelling using full sentences or extending children's language into a full sentence.
30 – 50 months	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people 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. 'This box is my castle.' 	<ul style="list-style-type: none"> • Children expressing own ideas, bringing in things from home and describing events they have taken part in. Any celebration e.g Chinese new year using Tapestry to see what children have done. • Cooking asking what is needed, what will happen when making pancakes, cakes. • Making dens talking about hibernation, what makes a good den/home. • Looking at topic stories and songs, room on a broom, sleeping bunnies. • Extending role play areas, Chinese take away, beach-Australia, babies.
40 – 60 months	<ul style="list-style-type: none"> • 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. <p>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.</p>	<ul style="list-style-type: none"> • Looking at Australian animals and where they live ocean etc. • Kim's game which objects would you associate with Chinese new year and which aren't. • Role play extending areas-ponds, Woodside. • Talking about own cultures and family life ant group time. • Acting out different stories and events.

	They develop their own narratives and explanations by connecting ideas or events	
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