

Communication and Language Progression

Referencing Mary Sheridan, Universally Speaking and Early Years Outcomes

Listening and Attention Understanding Speaking		
2 to 3 Year Olds		
Autumn	Spring	Summer
<ul style="list-style-type: none"> Engages in Joint attention with an adult in a 1:1 situation. Listens to and enjoys rhythmic patterns in rhymes and stories Knows full name and responds to this understands about 200 words when asked to fetch, point or do something. Selects familiar objects by name and will go and find objects when asked, or identify from a group Continues to imitate phrases (echolalia) Uses between 20 and 50 single words to request things or to communicate. Enjoys pretend play and makes noises as representations. Refers to self by name and talks to self continually in long monologues during play but may be incomprehensible to others 	<ul style="list-style-type: none"> Attends to communications addressed to self Requires physical or verbal prompts in order to switch attention to looking and listening if engrossed in play Enjoys nursery rhymes and demonstrates listening by trying to join in with actions or vocalisations. Understands and follows simple instructions or questions such as find the bricks. Understands simple questions in play or when looking at books and may respond with pointing or words., such as Where's the dolly? Starting to put short sentences of two or three words together to make self known. Uses about 150 words for communication. Have clearer speech but with some immaturities such as 'pider' instead of 'spider' Makes comments to caregiver on objects or events of interest. Beginning to ask simple questions Talks to self in play about things happening here and now 	<ul style="list-style-type: none"> Begins to listen with obvious interest to more general conversation Enjoys simple familiar stories read from a picture book Recognises, names and responds to many familiar sounds, turning to look at a knock at the door Understands instructions with verb and noun such as; 'Put on your coat', 'Throw the ball' Can select pictures of actions Recognises general family name categories (baby, mother, granny) Continually asking What or who Uses about 300 words for communication No longer use pointing or single words to communicate what they want. Says a few nursery rhymes Beginning to ask adults to join in with their games or direct play instructions to an adult, such as 'you sit here' Puts 4 or 5 words together to make short sentences. Uses pronouns I, me and you mostly correctly Begin to talk about people and objects who are not there.

3 to 4 Year Olds		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes • Single channelled attention. Can shift to a different task if attention fully obtained • Listens eagerly to stories and demands favourites over and over again. • Knows several nursery rhymes to repeat and sometimes sing. • Asks lots of Questions. • Can identify object by function, 'What do we use to cut things?' • Have mostly clear speech, though may have difficulty with small numbers of sounds, r, l, j, sh and th. • Use longer sentences that well formed, I had pizza for tea • Uses personal pronouns 	<ul style="list-style-type: none"> • Listens with interest to stories they are read and responds to the noises adults make when they read stories • Listens to stories and remembers them with pictures. • Listens to one another in 1:1 and small group situations, when conversations interest them • Understands simple who, what and where questions • Understands and identifies action words (verbs) • Understands more complex sentence, 'put your toys away and we will read a book' • Developing understanding of simple concepts. • Uses plurals • Able to have a conversation although may jump from topic to topic • Uses longer sentences and link these together, I had pizza for tea and then I played in the garden • Knows several nursery rhymes and can repeat and sing correctly. 	<ul style="list-style-type: none"> • Listens to stories with increasing attention and can recall sometime confusing fact, fantasy and events • Joins in with repeated refrains and anticipates key events and phrases in stories and rhymes • Focusing attention – still listen or do, but can shift own attention • Listen to stories and makes sensible suggestions about what might happen • Understands and often uses number, colour and time related words, e.g. red car, three fingers. • Responds to stories by making comments, asking questions about them • Able to follow directions if not intently focused on choice of activity • Understands descriptive concepts • Uses most prepositions • Carries on simple conversations and able to describe briefly present activities and past experiences • Start to understand jokes though often their jokes make little sense • Uses a range of tenses, mostly accurately

4 to 5 Year Olds		
Autumn	Spring	Summer
<ul style="list-style-type: none"> ● Follow simple instructions ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories ● Two-channelled attention – can listen and do for short span ● Makes relevant comments and asks relevant questions in relation to what they have heard ● Understands use of objects ● Understands prepositions by carrying out an action ● Understands more complicated language such as first, last, maybe ● Begins to ask the meaning of new words ● Use sentences that are well formed ● Gives connected account of recent events and experiences 	<ul style="list-style-type: none"> ● Maintains attention, concentrates and sits quietly during appropriate activity ● Listen to others in small groups ● They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions ● Understands words that describe sequences, e.g. First, we are going to... then we are... ● Beginning to understand how and why questions ● Understands humour and nonsense rhymes ● Uses sentences that well-formed and start to extend these using but, so, because ● Be able to retell stories in roughly the right order and using language that makes it sound like a story. ● Asks meaning of new words and uses them with some errors ● Use talk to take on different roles and to interact with others ● Take turns in much longer conversations, sticks to main theme ● Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> ● They listen attentively in a range of situations ● They give their attention to what others say and respond appropriately, while engaged in another activity ● Enjoys listening to stories and rhymes and starts to make us their own. ● Able to follow a story without pictures or props ● Understands spoken instructions without stopping to look at the speaker ● Listens and responds to ideas expressed by others in conversation. ● Children follow instructions involving several ideas or actions ● They answer how and why questions about their experiences and in response to stories ● Defines concrete nouns by use ● Use talk to help work out problems and organise their thinking and negotiate. ● Starts to describe the meanings of new words and uses them mostly accurately ● uses most speech sounds although some may still be hard such as r, th or longer words such as elephant and scribble ● 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.

