

Saplings Progression of skills and checkpoints - Communication and Language

Listening, Attention and Understanding

Speaking

Listening, Attention and Understanding.

Pre preschool

- . Watch someone's face as they talk.
- . Recognise and are calmed by a familiar and friendly voice.
- . Listen and respond to a simple instruction.
- . 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 mummy" 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.
- . 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'.

Pre school

- . Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- . 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?"

Listening to others.	I turn to people talking and gaze at them. I watch their face.	I can listen and respond to simple instructions. I listen to stories.	I enjoy listening to stories. I can only listen to one thing at a time.	I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.	I listen to stories with interest. I listen to rhymes, poems and songs carefully.	I listen to non-fiction books. I am developing new knowledge through listening to these books.
Asking questions.	I understand simple questions e.g. "who is that?"		I understand questions that involve two actions.		I understand 'why' questions and respond appropriately to them.	
Having conversations	I copy facial expressions. I act on sentences e.g. "get your coat".	I am using a wider range of vocabulary.	I am learning new vocabulary e.g. through stories.	I can talk about a range of stories and books.	I can listen carefully during discussions.	I use new vocabulary in my conversations.

Speaking

Pre preschool

- . Use intonation, pitch and changing volume when 'talking'.
- . Can become frustrated when they can't make themselves understood.
- 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'. Adult to add in speech and conversation.

Pre school

- Sing a large repertoire of songs.C&L.3-4(f)
- 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'.

<ul style="list-style-type: none">. Use the speech sounds, p, b, m, w.. Are usually still learning to pronounce:- /l/r/w/y f/th. s/sh/ch/ dz/ j multi-syllabic words such as 'banana' and 'computer'.				<ul style="list-style-type: none">. May have problems saying"- Some sounds: r, j, th, ch, and sh – multi-syllabic 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.. Can 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 bus driver."			
Holding discussions with others.	I can copy adults taking turn in conversations. I try to copy adult speech.	I use gestures and copy gestures and words. I am beginning to develop conversation.		I can express my point of view using words and actions.	I can start a conversation and continue it.	I can use talk to resolve my problems.	
Vocabulary and explanations	I copy the words adults make around me.	I am learning rhymes. I can express my point of view.		I can use talk to organise my play.	I learn new vocabulary. I use this throughout the day.		I can describe some events with detail. I can use new vocabulary in different contexts. I can use new vocabulary related to non-fiction.
Progression of a child's speech.	I use the speech sounds p,b,m,w.	I am still learning to pronounce l,r,w,y,f,th,s,sh,ch,dz,j. I am still learning to pronounce longer words such as 'banana' and 'computer'.	I may have problems with irregular tenses such as 'runned' or 'swimmed'.	I may have problems saying the sounds r,j,th.ch.sh or multisyllabic words such as hippopotamus.	I am using longer sentences of 4 – 6 words.	I can articulate my ideas and thoughts through well-articulated sentences.	I use connectives in my speech.