

**Birth to 2years**

- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.

<b>2-year-olds</b>	<b>Au. 1</b>	Enjoy singing, music and toys that make sounds. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
	<b>Au. 2</b>	Babble, using sounds like 'baba', 'mamma', Use intonation, pitch and changing volume when 'talking'.
	<b>Sp. 1</b>	Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Make themselves understood, and can become frustrated when they cannot
	<b>Sp. 2</b>	Start to develop conversation, often jumping from topic to topic. Start to say how they are feeling, using words as well as actions.
	<b>Su. 1</b>	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'
	<b>Su. 2</b>	Sing a large repertoire of songs. Use longer sentences of four to six words.

<b>3-year-olds</b>	<b>Au. 1</b>	Retell familiar nursery rhymes.
	<b>Au. 2</b>	To retell number rhymes.
	<b>Sp. 1</b>	Be able to speak using 4 – 6-word sentences.
	<b>Sp. 2</b>	Take turns speaking and listening during a conversation.
	<b>Su. 1</b>	Ask why questions during a conversation.
	<b>Su. 2</b>	Use talk to organise their play

<b>4-year-olds</b>	<b>Au. 1</b>	Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.
	<b>Au. 2</b>	Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.
	<b>Sp. 1</b>	Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.
	<b>Sp. 2</b>	Children using talk to clarify their thinking and ideas. Children speaking in well-formed sentences. Children using speech to reason and problem solve. Children verbally telling stories.
	<b>Su. 1</b>	Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others.
	<b>Su. 2</b>	Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.

<b>Early Learning Goal</b>	
<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>	