



Nursery

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
- Copies familiar expressions, e.g. <i>Oh dear, All gone.</i> - Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>) - Beginning to put two words together (e.g. <i>Want ball, More juice</i>) - Beginning to ask simple questions - Beginning to talk about people and things that are not present Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>Want it</i>	- Uses language to share 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 a variety of questions (e.g. <i>what, where, who</i>) - Uses longer sentences (e.g. <i>Mummy gonna work</i>) Beginning to use word endings (e.g. <i>going, cats</i>)	- Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>) - Able to use language in recalling past experiences - Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) - Uses talk to explain what is happening and anticipate what might happen next - Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> - Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>) - Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture - Uses intonation, rhythm and phrasing to make the meaning clear to others - Talks more extensively about things 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. <i>This box is my castle</i>
<u>Adult Interactions</u> - Build vocabulary by giving choices, e.g. <i>apple or satsuma?</i> - Model building sentences by repeating what the child says and adding another word - Show children how to pronounce or use words by responding and repeating what they say in the correct way, rather than saying they are wrong. - Capitalise on the link between movement and the urge to make sounds to encourage children to “find their voice”, e.g. when swinging/ swaying/jumping/sliding etc. - Encourage parents whose children are learning English as an additional language to continue to encourage use of the first language at home. - Support children in using a variety of communication strategies, including signing such as with Makaton . - Accept and respond to words and phrases in home languages. - Play with sounds and words children use, such as nonsense language, repeating made-up words or repetitive sounds, linking them to gestures or movement. - Give children thinking time. - Wait and allow the child time to start the conversation. - In conversations and playful encounters, model language a step beyond the child’s language use. - Without comment, observe and then mirror a child’s interesting movement or series of movements. - Add words to what children say, e.g. child says <i>Brush dolly hair</i>, Yes, <i>Lucy is brushing dolly’s hair</i>. - Talk with children to make links between their body language and words, e.g. <i>Your face does look cross. Has something upset you?</i> - Introduce new words in the context of play and activities. - Use a lot of statements and comments and fewer questions to build natural conversation. When you do ask a question, use an open question with many possible answers. - Show interest in the words children use to communicate and describe their experiences. - Use lively intonation and animated expression when speaking with children and reading texts. - Talk to the child about family life, stories from home. Involve families in this.		<u>Environment</u> - Allow time to follow young children’s lead and have fun together while developing vocabulary - Where appropriate make opportunities to talk through and comment on some activities to highlight specific vocabulary or language structures. - Provide stories with repetitive phrases and structures to read aloud to children to support specific vocabulary and language structures. - Display pictures and photographs showing engaging, familiar or fantastical events, objects and activities and talk about them with the children. - Provide activities which help children to learn to distinguish differences in sounds, word patterns and rhythms. - Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words or phrases. - Provide opportunities for children to communicate in their home language. - Help children to build their vocabulary, motivations and opportunities to experiment with talk by extending the range of their experiences. - Understand that often when an experience is unfamiliar, children might fall silent at first but choose to talk about it later. - Foster children’s enjoyment of spoken and written language by providing interesting and stimulating play opportunities in which there is little pressure to talk but words, songs and rhymes are welcome. - Continue to encourage movement activity to stimulate sound and verbal utterances as well as the opportunity to explore expressive sounds and words to match movement, particularly outdoors. - Plan regular opportunities for children to speak - Set up collaborative tasks, e.g. construction, food activities or story-making through role-play. - Provide small world toys or puppets for children to act out familiar stories in their play.

Stage 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
•Beginning to use more complex sentences to link thoughts (e.g. using and, because) • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. who, what, when, how • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things 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	• 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	ELG: Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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 modeling and support from their teacher. ELG: Listening, Attention and Understanding - Hold conversation when engaged in back and forth exchanges with their teachers and peers
<u>Adult Interactions</u> • Support children’s growing ability to express a wide range of feelings orally, and talk about their own experiences. • Introduce and repeat new words in a range of contexts and encourage children to use them in their own talk • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as please, thank you and can I...?. At the same time, respond sensitively to social conventions used at home. • Show children how to use language for negotiating, by saying May I...?, Would it be all right...?, I think that... and Will you...? in your interactions with them. • Model language appropriate for different audiences, for example, a visitor. • Encourage children to predict possible endings to stories and events. • Encourage children to experiment with words and sounds, e.g. in nonsense rhymes. • Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every. • Value children’s contributions and use them to inform and shape the direction of discussions. • Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate. • Listen to language and conversation that emerge through play, particularly play that is led by the child.		<u>Environment</u> • Give time and make spaces for children to initiate discussions from shared experiences and have conversations with peers and adults. • Give thinking time for children to decide what they want to say and how they will say it. • Encourage language play, e.g. through stories such as Goldilocks and the Three Bears and action songs that require intonation. • Decide on the key vocabulary linked to activities, and ensure that all practitioners make opportunities to use the words in a range of contexts such as songs, stories, games, activities and natural conversations.. • Plan collaborative activities. Help children to think and talk about how they will begin, what parts each will play and what materials they will need. •Review activities with children and encourage them to think about and discuss the strategies they used. • Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. • Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.



Speaking - Proud Performer

