

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
- Understands different situations - able to follow routine events and activities using nonverbal cues - 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)	- Identifies action words by following simple instructions, e.g. Show me jumping - Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet - Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) - Developing understanding of simple concepts (e.g. fast/slow, good/bad)	- Understands use of objects (e.g. Which one do we cut with?) - Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture - Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box - Beginning to understand why and how questions
Adult interactions - Use gestures and facial expression to help show your meaning. - Be aware that young children's understanding is much greater than their ability to express their thoughts and ideas. For example, a child may be able to go and hang their coat up when asked but say only coat up to explain what they did. - Recognise young children's competence and appreciate their efforts when they show their understanding of new words and phrases - Use language appropriate to the child's level of understanding. - Stay with the child while they play, taking time to watch their movements and react to their initiations and adding words to describe what the child is doing. - Be attentive and respond to children's talk in an appropriate and positive way. - Use talk to describe what children are doing by providing a running commentary, e.g. Oh, I can see what you are doing. You have to put the milk in the cup first. - Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel. - Talk slowly enough for the child to understand. - Provide words by labelling objects, actions and abstract things like feelings. - Stay with the child while they play, play alongside the child and show attentive companionship as you share conversations.		Environment - Plan play activities and provide resources which encourage young children to engage in symbolic play, e.g. putting a "baby" to bed and talking to it appropriately. - Plan real world shared experiences such as visits, everyday tasks, or preparing activities in the setting. - Use pictures, books, real objects, and signs alongside your words. - Include things which excite young children's curiosity, such as hats, bubbles, shells, story books, seeds and snails, which reflect their wider living and non-living communities. - Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, e.g. We need some eggs. Let's see if we can find some in here

Stage 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
- Understands use of objects (e.g. Which one do we cut with?) - Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture - Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box - Beginning to understand why and how questions	- Understands a range of complex sentence structures including negatives, plurals and tense markers - Beginning to understand 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 - Understands questions such as who; why; when; where and how	ELG: Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back and forth exchanges with their teachers and peers ELG: Comprehension (literacy) Demonstrate understanding of what has been read to them by retelling stories and narratives in their own words and recently introduced vocabulary Anticipate- where appropriate - key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play
<u>Adult Interactions</u> - Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. You told me this model was going to be a tractor. What's this lever for? - When you need to give children directions be clear and help them to deal with those involving more than one action, e.g. Time to come and wash your hands and then we'll set the table for lunch. - When introducing a new activity, use mime and gesture to support language development. - Showing and talking about a photograph of an activity such as hand washing can help to reinforce understanding. - Make playful "silly mistakes" deliberately to prompt reaction and allow children to explore being the "expert". - Be aware that some children may watch another child in order to know what to do, rather than understanding what you've said themselves. - Ask children to think in advance and predict how they will accomplish a task. Talk through and sequence the stages together. - Enjoy sharing stories with individual children and small groups. Engage in sustained shared thinking with them to extend their thinking and use of vocabulary. - Use appropriate vocabulary during play with children to encourage them to think about stories and cultural narratives. - Use stories from books to focus children's attention on predictions and explanations - Help children to - identify patterns, e.g. <i>what generally happens to good and wicked characters at the end of stories - draw conclusions: The sky has gone dark. It must be going to rain - explain effect: It fell over because it was too tall. - predict: It might not grow in there if it is too dark. - speculate: What if the bridge falls down?</i>		<u>Environment</u> - Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted. - Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action - Find out from parents how children make themselves understood at home; confirm which their preferred language other modes of communication are. - Tune into children's preferred modes of communication – perhaps direct questions feel confronting but shared making or an exchange of funny expressions or gestures creates a connection more effectively. - Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand. - Alongside books, introduce story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel. - Displays can connect experiences across places or provide reminders of previous trips, events or seasons, for example. - Set up displays that are interactive so children can touch, pick up etc and talk about/reflect on their experiences - Provide for, initiate and join in imaginative play and role-play or real life storytelling encouraging children to talk about what is happening and to act out the scenarios in character.

