

	<p>Comment on what the children are interested in or doing using complete sentences introducing new words.</p> <p>Model correct grammar by echoing back to children what they have said with grammar corrected, e.g. 'I seed a dog last night' practitioner response 'Really? You saw a dog last night? I saw a dog last night as well, it was black...' emphasising the corrected grammar.</p> <p>Read frequently to children and then provide them with extensive opportunities to use and embed new words in a range of contexts.</p> <p>Engage children in conversations that include some 'why?', 'when?' and 'how?' questions. The responses may need to be modelled/scaffolded. E.g. 'How did you make your playdough into a sausage shape?' ... 'I thought I saw you rolling your playdough with your hands, is that how you made it into that sausage shape?'</p> <p>Begin to model the use of some abstract concepts such as 'before', 'after' and 'if'.</p>	<p>Bye-bye Dog Cat Ball Nose Eye Milk Juice Banana Cookie Yes No Book More All gone Car Hot Thank you Bath Shoe Hat</p>	<p>Constantly asking names of objects and people. May omit sounds or parts of words.</p> <p>Attends communications addressed to self, although may need a prompt to stop and shift attention.</p> <p>Begins to listen with obvious interest to more general conversation.</p> <p>Refers to self by name or using personal pronoun 'me' and talks to self continually in long monologues during play but may be incomprehensible to others.</p> <p>Echolalia is almost constant, with one or more stressed words repeated.</p> <p>Joins in nursery rhymes and action songs.</p> <p>Indicates hair, hand, feet, nose, eyes, mouth, shoes, etc. in pictures. Names familiar objects and pictures. Carries out simple</p>
--	--	---	--

	<p>Engage children in lots of singing – repeating favourite nursery rhymes and songs frequently.</p> <p>When the children are engaged in story-telling, role-play and have general conversations, ask questions that invite them to elaborate.</p> <p>Encourage children to recognise named colours and attempt to use colour names for themselves.</p> <p>Use sentences with 2 and then 3 information carrying words, e.g. ‘put the cup and the plate on the chair.’</p> <p>Model and encourage the use of word category names e.g. toys, food, vegetables, clothes...</p> <p>Encourage children to begin to link ideas linguistically using ‘and’ and ‘then’.</p> <p>Provide lots of hands-on experiences with objects and events.</p>		<p>instructions such as ‘go and see what the postman has brought’.</p> <p>Follows a series of two simple but related commands, e.g. ‘get your teddy and put it in the bag’.</p> <p>Can select a named object from a display of 3 or 4 objects.</p>
<p>Preschool</p>	<p>Continue to encourage the children to tell long stories.</p> <p>Continue to model and encourage ‘what?’, ‘where?’, ‘how?’ and ‘who?’ questions.</p>	<p>Social Function Words</p> <p>more, please, thank you, hi/hello, bye-bye, again, sorry,?uh-oh,</p>	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p>

	<p>Re-reading favourite stories and singing favourite rhymes.</p> <p>Continue to model and encourage the use of abstract concepts such as 'before', 'after' and 'if'.</p> <p>When the children are engaged in story-telling, role-play and having general conversations ask questions that invite them to elaborate.</p> <p>Continue to use sentences with 4 information carrying words, e.g. 'put the cup and the plate on the chair.'</p> <p>Model and encourage the use of word category names e.g. toys, food, vegetables, clothes...</p> <p>Encourage children to begin to link ideas linguistically using 'and', 'then' and 'because'.</p> <p>Comment on what the children are interested in or doing using complete sentences introducing new words.</p> <p>Model defining concrete nouns by use e.g. I need something to contact the doctor with. I could use the phone or I could use the laptop for a video chat.</p>	<p>yes/uh-huh/okay, no/uh-uh</p> <p>Common Action Words (Verbs) eat, drink, go, stop, run, jump, walk, sleep/night-night, wash, kiss, open, close, push, pull, fix, broke, play, want, hug, love, hurt, tickle, give ("gimme"), all done, dance, help, fall, shake, see, watch, look, sit, stand (up), throw, catch, blow, cry, throw, swing, slide, climb, ride, rock, come ("C'mon"), colour/draw</p> <p>Location Words (Prepositions) up, down, in, out, off, on, here, there (Plus later ones such as around, under, behind, over at/after age 3)</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals,</p> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.</p>
--	---	---	---

	<p>Model the use of time and sequence concepts such as 'first', 'then' and 'last'.</p> <p>Read frequently to children and then provide them with extensive opportunities to use and embed new words in a range of contexts, providing them with lots of opportunities to act the stories out alone or with friends.</p> <p>Engage children in conversations that include some 'why?', 'when?' 'who?' and 'how?' questions. The responses may need to be modelled/scaffolded. E.g. 'How did you make your playdough into a sausage shape?' ... 'I thought I saw you rolling your playdough with your hands, is that how you made it into that sausage shape?'</p> <p>Begin to use sentences with 5 information carrying words, e.g. 'put your hat, scarf, gloves and bottle in your bag.'</p> <p>Begin to use language to compare objects e.g. 'smaller', 'stronger', 'faster'.</p> <p>Providing lots of hands on experiences with objects and events that they</p>	<p>Descriptive Words (Adjectives/Adverbs)</p> <p>big, little, hot, cold, loud, quiet, yucky, icky, scary, funny, silly, dirty, clean, gentle, wet, soft, fast, slow, colour words (red, blue, yellow, green, pink, orange, purple, black, white, brown) and quantity words (all, none, more, some, rest, plus early number words – especially 1, 2, 3)</p> <p>Early Pronouns</p> <p>me, mine, my, I, you, it (Then toward age 3 the gender pronouns such as he, she, him, her)</p>	
--	--	---	--

	<p>may not get to experience with their family e.g. time to play with food like spaghetti, a wider variety of foods to taste, hands on experiences with animals, plants, artefacts; hands on experiences such as tractor visits, fire engines etc.</p>		
Reception	<p>Continuing to encourage them to love to be read or told stories and act them out in detail later, alone or with friends - Helicopter stories</p> <p>Continue to give full name, age and birthday as well as home address.</p> <p>Continue to listen to instructions whilst engaged in activities.</p> <p>Continue to define concrete nouns by use.</p> <p>Continue to understand time and sequence concepts and use terms such as 'first', 'then', 'last'.</p> <p>Constantly encouraging them to ask the meaning of abstract words and to use them.</p> <p>Gently correct errors.</p>	<p>See vocabulary lists - develop and use new vocab daily.</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn and use new vocabulary through the day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</p> <p>Develop social phrases.</p>

	<p>Continue encouraging them to delight in reciting or singing rhymes and jingles.</p> <p>Enjoys jokes and riddles.</p> <p>Continue to use sentences of 5 information carrying words, e.g. put your teddy, book, drink and hat in your bag.'</p> <p>Continue to model and encourage 'what?', 'where?', 'how?' and 'who?' questions.</p> <p>Continue to model and encourage the use of abstract concepts such as 'before', 'after' and 'if'.</p> <p>When the children are engaged in story-telling, role-play and having general conversations ask questions that invite them to elaborate. Model and encourage the use of word category names e.g. toys, food, vegetables, clothes...</p> <p>Encourage children to begin to link ideas linguistically using 'and', 'then' and 'because'.</p>		<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask</p>
--	--	--	---

	<p>Comment on what the children are interested in or doing using complete sentences introducing new words.</p> <p>Model and encourage their use of time and sequence concepts such as 'first', 'then' and 'last'.</p> <p>Read frequently to children and then provide them with extensive opportunities to use and embed new words in a range of contexts, provide them with lots of opportunities to act the stories out alone or with friends.</p> <p>Engage children in conversations that include some 'why?', 'when?' 'who?' and 'how?' questions.</p> <p>Secure their use of language to compare objects e.g. 'smaller', 'stronger', 'faster'.</p> <p>Echo back what children say with new vocabulary added.</p> <p>Model and encourage the correct use of past, present and future tenses.</p> <p>Provide lots of hands-on experiences with objects and events that they may not get to experience with their family.</p>		<p>questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
--	--	--	--

