

EYFS Communication and Language Nursery F0

	F0 Autumn 1	F0 Autumn 2	F0 Spring 1	F0 Spring 2	F0 Summer 1	F0 Summer 2
Listening, attention and understanding	Social rules of listening Notices other children making noises around them. Listening to what is read with understanding Can listen to something that interests them when on own terms. Listening, retelling, recounting and performing Understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’. Shows some enjoyment in listening to rhymes. Listening and learning Makes eye contact for longer periods. Moves around the environment, on their own terms, spending minimum time at each activity. Listening to following instructions Responds with movement e.g. head turn, to an instruction. <i>Responds to sounds around them.</i>	Social rules of listening Notices other children making noises around them. Listening to what is read with understanding Can listen to something that interests them when on own terms. Listening, retelling, recounting and performing Understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’. Shows some enjoyment in listening to rhymes. Listening and learning Makes eye contact for longer periods. Moves around the environment, on their own terms, spending minimum time at each activity. Listening to following instructions Responds with movement e.g. head turn, to an instruction. <i>Responds to sounds around them.</i>	Social rules of listening Shifts to a different task if their attention is fully obtained – using their name helps them focus. Recognises own name when spoken. Listening to what is read with understanding Listens with interest to the noises adults make when they read stories. Listen to rhymes and familiar stories. Starts to understand simple concepts (e.g. big/little). Listening, retelling, recounting and performing Identifies action words by pointing to the right picture (e.g. ‘Who’s jumping?’). Shows an interest in books. Listening and learning Watches someone’s face as they talk. Responds to the different things said when in a familiar context with a special person (e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’). Understands simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult. Listening to following instructions Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is...?). Understands more complex sentences (e.g. ‘Put your toys away and then we’ll read a book.’). Matches objects to names and will bring a favourite toy when asked. <i>Begins to show signs of awareness of simple requests</i>	Social rules of listening Shifts to a different task if their attention is fully obtained – using their name helps them focus. Recognises own name when spoken. 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Speaking	Phonology - Rules about the structure and sequence of speech sounds 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’. Pragmatics - Rule for appropriate and effective communication Uses gestures, sometimes with limited talk (e.g. reaches toward toy, saying ‘I have it’). Words include descriptive language. <i>Communicates through simple voice sounds.</i>	Phonology - Rules about the structure and sequence of speech sounds 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’. Pragmatics - Rule for appropriate and effective communication Uses gestures, sometimes with limited talk (e.g. reaches toward toy, saying ‘I have it’). Words include descriptive language. <i>Communicates through simple voice sounds.</i>	Phonology - Rules about the structure and sequence of speech sounds using a range of adult like speech patterns (jargon) and at least 20 clear words. linking up to 5 words together Pragmatics - Rule for appropriate and effective communication Uses simple sentences (e.g. ‘Mummy go work.’). Begins to use word endings (e.g. going, cats). Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these may not always be used correctly to start with. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses around 300 words. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Communicates through gestures and sounds	Phonology - Rules about the structure and sequence of speech sounds using a range of adult like speech patterns (jargon) and at least 20 clear words. linking up to 5 words together Pragmatics - Rule for appropriate and effective communication Uses simple sentences (e.g. ‘Mummy go work.’). Begins to use word endings (e.g. going, cats). Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these may not always be used correctly to start with. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses around 300 words. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Communicates through gestures and sounds	Phonology - Rules about the structure and sequence of speech sounds using a range of adult like speech patterns (jargon) and at least 20 clear words. linking up to 5 words together Pragmatics - Rule for appropriate and effective communication Uses simple sentences (e.g. ‘Mummy go work.’). Begins to use word endings (e.g. going, cats). Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these may not always be used correctly to start with. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses around 300 words. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Communicates through gestures and sounds	Phonology - Rules about the structure and sequence of speech sounds using a range of adult like speech patterns (jargon) and at least 20 clear words. linking up to 5 words together Pragmatics - Rule for appropriate and effective communication Uses simple sentences (e.g. ‘Mummy go work.’). Begins to use word endings (e.g. going, cats). Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these may not always be used correctly to start with. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Uses around 300 words. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). Communicates through gestures and sounds

EYFS Communication and Language Nursery F1

	F1 Autumn 1	F1 Autumn 2	F1 Spring 1	F1 Spring 2	F1 Summer 1	F1 Summer 2
Listening, attention and understanding	Social rules of listening Knows there are boundaries in school. Listening to what is read with understanding Listens to other people with interest, but can easily be distracted by other things. -Watches somebody’s face as they talk. Listening, retelling, recounting and performing Listens to simple stories and understands what is happening with the help of the pictures. Listening and learning Understands simple questions with 1 or 2 information carrying words, e.g., ‘Where is teddy?’ Listening to following instructions Responds to very simple requests especially when shown first by an adult. <i>Starts to listen to adults around them and will respond to very simple requests, usually on their own terms..</i>	Social rules of listening Follows a simple instruction. Listening to what is read with understanding Concentrates for a longer period of time, e.g., 3 minutes. Listening, retelling, recounting and performing Joins in with rhymes and songs by making sounds and by moving their body. Listening and learning Can find it difficult to pay attention to more than one thing at a time. Listening to following instructions Listens and responds to a simple instruction. Responds to adults making sounds or moving their bodies, e.g., clapping to stop activities. Understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’. <i>More likely to listen to and respond to a simple request or instruction. Starts to understand more of the ‘F1-specific’ vocabulary.</i>	Social rules of listening Follows the routine of the setting with some support. Listening to what is read with understanding Focuses on the person who is talking in a calm environment, e.g., small group activity. Listening, retelling, recounting and performing Responds to others pretending to be characters in books. Listening and learning Understands very simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). Listening to following instructions Responds to their name and will change activity when encouraged by adults. <i>Responds to simple questions and attempts to answer by speaking, pointing or gesturing.</i>	Social rules of listening Follows the routine of the setting with little support. Listening to what is read with understanding Switches attention when given a clear prompt, e.g., stops and listens. Concentrates for a longer period of time, e.g., 6 minutes. Listening, retelling, recounting and performing Begins to use characters and actions from stories and rhymes in their play, e.g., ‘pig’ for the three little pigs, in simple terms. Listening and learning Understands questions that may be more abstract. E.g., ‘Where is the bear going?’. Listening to following instructions Responds to two requests with space in between them. <i>Can listen for a longer period of time but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.</i>	Social rules of listening Able to show a small amount of control, e.g., waiting for their turn and resisting the impulse to grab what they want with support from an adult. Listening to what is read with understanding Listens to their friends with increasing interest. Listening, retelling, recounting and performing Join in with familiar rhymes and stories. Follows a story with props and pictures. Listening and learning Understands questions that may be more abstract. E.g., ‘Where is the bear going?’. Listening to following instructions Listens to and follows simple directions. <i>Is starting to use some new vocabulary and join in with songs, stories and rhymes.</i>	Social rules of listening Identifies problems and seeks assistance from a familiar adult although not always articulate in their request. Knows to look and listen when an adult is speaking. Begins to show what good listeners do – eyes looking, ears listening, sitting still and quiet for a short period of time (5-10 minutes). Listening to what is read with understanding Able to turn their head and focus on adults and friends as they speak and play, responding to comments. (N2) Listens to a picture book story that is stage appropriate (repetitive). Identifies characters in a story. Shows an interest in others and events. Listening, retelling, recounting and performing Enjoys listening to longer stories and can remember much of what happens. Can remember what happens in a story. Listens to songs with repetition and joins in. Listening and learning Understands ‘why’ questions, like: 'Why do you think the caterpillar got so big?' Listening to following instructions Understands a question or instruction that has two parts, such as: “Get your coat and wait at the door” but may need 1-1 help carrying out the instruction. <i>Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).</i>
Speaking	Phonology - Rules about the structure and sequence of speech sounds Still some substitutions and distortion of consonants. - Improving intelligibility to approx. 80%. - Consonants mastered 'p', 'm', 'n', 'w', 'h'. Pragmatics - Rule for appropriate and effective communication Engages in longer dialogues. - Assumes the role of another person in play. Semantics - Vocabulary and how concepts are expressed through words Comprehends 1,500 – 2,000 words. - Knows front and back of clothes. Responds to commands involving three actions. - Beginning to use 'is' at beginning of question. - Third person singular present tense(s) emerging (he runs). - Contracted forms of modals (won’t, can’t). - Irregular plural forms emerging (child/children). <i>Pupils are starting to engage in longer dialogues.</i>	Phonology - Rules about the structure and sequence of speech sounds Still some substitutions and distortion of consonants. - Improving intelligibility to approx. 80%. - Consonants mastered 'p', 'm', 'n', 'w', 'h'. Pragmatics - Rule for appropriate and effective communication Uses more fillers to acknowledge partner’s message (uh-huh, okay). Semantics - Vocabulary and how concepts are expressed through words Comprehends 1,500 – 2,000 words. - Knows front and back of clothes. Responds to commands involving three actions. - Beginning to use 'is' at beginning of question. - Third person singular present tense(s) emerging (he runs). - Contracted forms of modals (won’t, can’t). - Irregular plural forms emerging (child/children). <i>Pupils are starting to engage in longer dialogues.</i>	Phonology - Rules about the structure and sequence of speech sounds Uses final consonants most of the time - Diminutisation - adding 'i' to the end of nouns e.g., 'doggy'. • Unstressed syllable deletion - unstressed or week syllables omitted 'nana' for banana 'ocpus' for octopus Pragmatics - Rule for appropriate and effective communication Requests permission. - Begins using language for fantasies, jokes, teasing. Semantics - Vocabulary and how concepts are expressed through words Comprehends 1,500 – 2,000 Understands concept of the number three (give me just three). More adverbs of time/manner are being used. - Conjunction 'because' emerging. Uses 'got' (I got it). <i>Pupils are more confident when using fantasy language in play.</i>	Phonology - Rules about the structure and sequence of speech sounds Uses final consonants most of the time - Diminutisation - adding 'i' to the end of nouns e.g., 'doggy'. • Unstressed syllable deletion - unstressed or week syllables omitted 'nana' for banana 'ocpus' for octopus Pragmatics - Rule for appropriate and effective communication Requests permission. - Begins using language for fantasies, jokes, teasing. Semantics - Vocabulary and how concepts are expressed through words Comprehends 1,500 – 2,000 Understands concept of the number three (give me just three). More adverbs of time/manner are being used. - Conjunction 'because' emerging. Uses 'got' (I got it). <i>Pupils are more confident when using fantasy language in play</i>	Phonology - Rules about the structure and sequence of speech sounds Becoming very intelligible in connected speech. - Continued refinement of articulatory skills taking place. - Consonants mastered: 'b', 'd', 'k', 'g', 'f', 'y'. Pragmatics - Rule for appropriate and effective communication Primitive narratives: events follow from central core/use of inference in stories. Semantics - Vocabulary and how concepts are expressed through words Knows between, above, below, top, bottom. Contractions used consistently Uses negative 'not' consistently. Pronouns: 'he', 'she', 'I', 'you', 'me', 'mine', consistent. - 'Are', 'they', 'their' used inconsistently. - Reflexive pronoun 'myself' emerging. 'What was...?', 'What were...?' questions emerging. - 'Was...' 'were' (yes/no questions emerging <i>Knows some colours and prepositions.</i>	Phonology - Rules about the structure and sequence of speech sounds Becoming very intelligible in connected speech. - Continued refinement of articulatory skills taking place. - Consonants mastered: 'b', 'd', 'k', 'g', 'f', 'y'. Final devoicing - A voiced consonant at the end of a word like 'b' or 'd' is substituted with a voiced consonant like 'g' or 'v', 'pick' for pig. • Gliding - 'r' becomes a 'w' and 'l' becomes a 'w' or 'y' sound 'wabbit' for 'rabbit' or 'yeyo' for yellow. Pragmatics - Rule for appropriate and effective communication Primitive narratives: events follow from central core/use of inference in stories. Semantics - Vocabulary and how concepts are expressed through words Knows between, above, below, top, bottom. Contractions used consistently Uses negative 'not' consistently. Pronouns: 'he', 'she', 'I', 'you', 'me', 'mine', consistent. - 'Are', 'they', 'their' used inconsistently. - Reflexive pronoun 'myself' emerging. 'What was...?', 'What were...?' questions emerging. - 'Was...' 'were' (yes/no questions emerging <i>Knows some colours and prepositions.</i>

Reception Communication and Language

	F2 Autumn 1	F2 Autumn 2	F2 Spring 1	F2 Spring 2	F2 Summer 1	F2 Summer 2
Listening, attention and understanding	<p>Raise hand to speak during carpet sessions.</p> <p>Take turns talking to an adult.</p> <p>Will maintain sustained eye contact with the speaker whilst listening.</p> <p>Shows that they are listening by giving the speaker their full attention.</p> <p>Joins in with stories and rhymes they like.</p> <p>Follows a story with props and pictures to support.</p> <p>Begins to learn and use new vocabulary with support.</p> <p>Begins to retell stories during play.</p> <p>Shows an understanding of simple questions.</p> <p>Follows one-step instructions directed to the group</p>	<p>Social Rules of Listening</p> <p>Understands the expectation of listening carefully.</p> <p>Listening, retelling, recounting and performing</p> <p>Learns songs as a whole-class to present to others.</p> <p>Begins to repeat familiar refrains in stories, e.g. “Run, run as fast as you can, you can’t catch me, I’m the Gingerbread Man.”</p> <p>Listening and Learning</p> <p>Can answer simple questions.</p> <p>Listening to follow instructions</p> <p>Can answer simple questions.</p> <p>Demonstrates good listening through increased interaction.</p>	<p>Social Rules of Listening</p> <p>Waits their turn when an adult is speaking to someone else in the environment with support. Understands why listening is important. Takes turns talking to a friend in the environment.</p> <p>Listening to what is read with understanding</p> <p>Engages in story time/ non-fiction and makes comments about what is happening.</p> <p>Listens to and talks about books, applying new knowledge and vocabulary.</p> <p>Listening, retelling, recounting and performing</p> <p>Takes on different roles in their play. Acts out familiar stories in their own play.</p> <p>Learns rhymes and poems in small groups.</p> <p>Shows preference for favourite stories.</p> <p>Listening to follow instructions</p> <p>Follows two-step instructions that include prepositions.</p> <p>Shows an understanding of a broader vocabulary.</p>	<p>Social Rules of Listening</p> <p>Plays and listens to friends at the same time.</p> <p>Shows that you have listened by commenting on something that has been said.</p> <p>Listening to what is read with understanding</p> <p>Remembers key points from a story told without props or pictures.</p> <p>Listening, retelling, recounting and performing</p> <p>Innovates stories into their own everyday play.</p> <p>Listens carefully to rhymes poems, and songs, paying attention to how they sound.</p> <p>Learns rhymes, poems and songs.</p> <p>Understands rhyme and makes up their own, e.g., 'Humpty Dumpty sat on a wall, Humpty Dumpty kicked a ball'.</p> <p>Listening and Learning</p> <p>Can answer more-complex questions.</p> <p>Listening to follow instructions</p> <p>Responds to a string of requests one after another (not quickly).</p> <p>Initiates interactions and shows an understanding of more-complex questions.</p>	<p>Social Rules of Listening</p> <p>Shows that they have listened by adding to something the speaker has said.</p> <p>Decides whether they agree or not with the points made by the speaker.</p> <p>Responds to other pupils’ opinions.</p> <p>Listening to what is read with understanding</p> <p>Builds a picture in the mind about the story (and expresses this).</p> <p>Listening, retelling, recounting and performing</p> <p>Listens to and talks about stories to build familiarity and understanding.</p> <p>Retells the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words.</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listening and Learning</p> <p>Can use simple questions.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listening to follow instructions</p> <p>Follows a series of instructions directed to them as a group.</p> <p>Begins to express own opinions and justify them.</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> <ul style="list-style-type: none">• 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 teacher and peers.
Speaking	<p>Interacts using their voice.</p> <p>Greets adults in the setting politely and looking at them.</p> <p>Looks at someone when they are being spoken to.</p> <p>Listens to longer stories and joins in with familiar refrains; can remember what happens.</p> <p>Listens to songs with repetition and joins in.</p> <p>Uses sentences that are well formed.</p> <p>(However, they may still have some difficulties with grammar. For example, saying “sheeps” instead of “sheep” or “goed” instead of “went”).</p> <p>Copies, practices and explores the meaning of new vocabulary taken from topics stories and non-fiction texts.</p> <p>Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc.</p>	<p>Voice (physical)</p> <p>Has confidence to express themselves using their voice.</p> <p>Social rules of speaking</p> <p>Uses their manners when speaking to adults in the classroom setting.</p> <p>Raises hand to speak during carpet sessions.</p> <p>Vocabulary and how concepts are expressed through words</p> <p>Begins to retell stories in their play.</p> <p>Learns songs as a whole-class to present to others.</p> <p>Explains something using simple sentences, including ordering, stating what happened and what might happen.</p> <p>Begins to use words to organise and sequence events.</p> <p>Starts to link simple sentences.</p> <p>Uses some irregular plural nouns, e.g., “men”, “teeth”.</p> <p>Uses new vocabulary/phrases in play and communication throughout the day.</p> <p>Starts to interact with more confidence.</p>	<p>Voice (physical)</p> <p>Able to pronounce most phonemes accurately.</p> <p>Contributes to a group discussion.</p> <p>Semantics</p> <p>Takes on different roles in their play.</p> <p>Acts out familiar stories in their own play.</p> <p>Learns rhymes and poems in small groups.</p> <p>Uses observations in their speech to clarify meaning or give simple detail.</p> <p>Sentence structure/ Grammar</p> <p>Asks questions to check they understand what has been said to them.</p> <p>Begins to use and describe in the present tense when something is happening.</p> <p>Vocabulary</p> <p>Uses language to create a story in imaginative play.</p> <p>Explores new vocabulary, sounds and intonation.</p> <p>Vocabulary starts to include a wider range of simple adjectives.</p> <p>Starts to use more appropriateness structure and vocabulary.</p>	<p>Voice (physical)</p> <p>Speaks at an appropriate volume.</p> <p>Semantics</p> <p>Waits their turn when an adult is speaking to someone else in the environment with support.</p> <p>Uses their manners when speaking to peers and other adults in the school environment.</p> <p>Develops social phrases, e.g., 'Good Morning', 'How are you?'.</p> <p>Sentence structure/ Grammar</p> <p>Innovates stories into their own everyday play.</p> <p>Learns rhymes, poems and songs.</p> <p>Actively engages in story time.</p> <p>Vocabulary</p> <p>Plans what they will say before starting to converse.</p> <p>Uses words accurately to organise and sequence events.</p> <p>Begins to use and describe in past tense something that has happened.</p> <p>Applies new vocabulary in their play/imaginary play and new contexts.</p> <p>Uses new vocabulary in different contexts.</p> <p>Uses more complex vocabulary.</p>	<p>Voice (physical)</p> <p>Explores new vocabulary, sounds and intonation.</p> <p>Responds to others by building on what the speaker has said.</p> <p>Contributes purposefully to a class discussion.</p> <p>Semantics</p> <p>Listens to and talks about stories to build familiarity and understanding.</p> <p>Retells the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words.</p> <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Sentence structure/ Grammar</p> <p>Articulates their ideas and thoughts in well-formed sentences.</p> <p>Vocabulary</p> <p>ELG -</p> <p>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none">• 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 modelling and support from their teacher.

