

N Steps Through Learning

Communication & Language Development



I know how to be ready to listen:
In a larger group
When it is time to shift my attention



I listen to longer stories and remember some key events and characters.



I know how to talk to an adult or friend to:
Organise play, such as, "Let's go on the bus."
Share my idea
Express a point of view
Ask a question



I know how to join in with a range of songs, rhymes and stories.



I can follow two part instructions.



I respond to and am beginning to use positional and directional words: behind, in front, next to, under, over, on, off, up, down



I know how to use role play and small world play to share my experiences and ideas using vocabulary I have learnt.



I can shift from one task to another when I hear a signal.



I am beginning to ask a variety of questions using: who? what? where? why? how?



I know how to link my ideas - using 'and', 'because' (to answer simple why questions.).



I respond to visual and verbal cues to listen to an activity in a larger group.



I am beginning to organise play with others.



I am beginning to use role play and small world play to share my experiences and ideas using vocabulary I have learnt.



I respond to visual and verbal cues to listen to a story in a larger group.



I share my ideas in a small group.



I use new words linked to our learning theme.



I can talk about some of the things I have done using role play, small world and other props to help me.



I am learning new songs and rhymes using some actions and words to join in.



I know how to answer simple 'why?' questions.



I talk about events in a simple story.



I know how to ask someone when I need help.



I can listen in a small group.



I know how to follow visual and verbal cues to sequence routines.



I use new words linked to our learning theme.



I know how to use complete sentences with 4 - 6 words.



I use repetitive phrases to join in retelling familiar story.



I respond to positional and directional words: behind, in front, next to, under, over, on, off, up, down



I am beginning to build pretend play with one or two other children.



I can talk about the things I can see in front of me and in pictures and photographs.



I listen 1:1, or sometimes in a small group when the activity interests me.



I am learning new songs, rhymes and stories using props to help join in.



I know how to interact with other children in play.



I know how to link up to 5 words together when speaking.



I am becoming familiar with visual and verbal cues to help me listen.



I know how to ask questions: what? where? why?

These words include descriptive language, including: 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). Are they using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.



I can shift from one task to another when you have my full attention, for example, "Jason, can you show me 5?"



I use new words to talk about the things I can see, hear and feel.



I share some rhymes and songs I know.



I can follow new one step instructions, understanding some positional words: on, in, next to



I know how to interact with a trusted child or grown up in play.



I can talk about things I:
- know about myself
- can see, hear, smell, taste and feel around me



I know how to listen to and join in with a favourite song or rhyme.



I imitate movements and anticipate actions.



I can respond to an adult through actions. (e.g. put coat on peg with help, wash hands with help)



I begin to ask or gesture when I need help.



I can understand simple questions (who?what?where?) and instructions, following 3 key words, such as, 'Where is your bag?' "Wash your hands"

Look out for: Do they get upset by certain sounds?



N BASELINE