

30. I can the child sometimes share or take turns with others, with adult guidance. I understand “yours” and “mine”?

29. I am beginning to speak fluently.

28. I am using pronouns (‘me’, ‘him’, ‘she’), plurals and prepositions (‘in’, ‘on’, ‘under’)? These may not always be used correctly to start with.

19. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.

28. I am using around 300 words These include verbs, descriptive language, 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.

Statements based on Development Matters Statements , I CAN Ages and Stages and the

Communication and language toolkit

3. Understands and uses simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). For example, the names of objects and people?

27. Demonstrates focused attention, e.g. when playing they can stop when requested and follow instructions to ‘tidy up’. Using the child’s name can help.

23. understands cause and effect and is starting to understand reasons given

22. Beginning to know many rhymes. Linked to TPNS reading Will and Skill progressions –Nursery Poems to learn by heart.

26.Understands the words for hundreds of different objects, places, people and actions, however they probably don’t say all these words.(by 2 ½ years)

18. I am linking up to 3-4 words together.

25. Talks to them self as they play

24. Enjoys communicating with people and does so often.

21. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.

20. Start to develop conversation, often jumping from topic to topic.

14. Begin to understand more complex sentences, e.g. put your toys and sit on the carpet

9. Single channelled attention, can shift to a different task if attention is fully obtained – using child’s name to fully gain focus. child.

2. Listen to simple stories and understand what is happening, with the help of the pictures.

1.. Identify familiar objects and properties for practitioners when they are described. For example: ‘Jacob’s coat’, ‘blue car’, ‘shiny apple’.

17. Communication is spontaneous and is more than repeating back what others say – talk is for showing, saying no to something, asking, responding to questions

12. Be able to talk about familiar books.

16. Listens with interest to the noises adults make when they read stories.

15.. Identifies action words by following simple instructions e.g. show me jumping

11. Beginning to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

13. Learns new words rapidly and uses them in communicating.

8. Listens to familiar stories with increasing attention and recall.

4. Understand and act on longer sentences like make teddy jump or find your coat.

7 Develop understanding of simple concepts, fast / slow good/bad

6. Understands the use of objects. – what do we use to cut?

10.Uses language to share feelings, experiences and thoughts.

5. Use a wider range of vocabulary based on their own experiences.

**Communication and Language**
Enjoys communicating with people and does so often