

ELGs Communication and Language

Domain

Listening, Attention and Understanding Children at the expected level of development will: • 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 • 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 Children at the expected level of development will: • participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • 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.

Communication and Language

Tuning into sounds

- Can recognise words with the same initial sound. • Can say what the initial, middle and final sounds are in cvc words. • Can say how many sounds there are in a word. • Can orally delete and manipulate sounds e.g. change pig to wig/pin, add r to lag to make flag.

Hold the interest of the listener

- Increasingly aware of audience • Include relevant details to engage their audience e.g. adding little details such as what they ate, why it was funny, why they enjoyed something, a joke or an amusing fact. • Can use volume, pace and tone for effect. • Has an increasing understanding of different voices for different characters and how to use fast, slow and pauses for effect when talking. • Links voice tone and volume to emotion.

Understanding Language Structures

- Understand a range of complex sentence structures including negatives, plurals and tense markers. • Understand simple humour, e.g. nonsense rhymes, jokes. • Understand questions such as who; why; when; where and how. • Understand more complicated language such as ‘first’, ‘last’, ‘might’, ‘maybe’, ‘above’ and ‘in between’. • Understand words that describe sequences such as “first we are going to the shop, next we will play in the park”.

Listening to stories and rhymes

- Able to follow a story without pictures or props. • Able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story. • Listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as “Who did Jack find at the top of the Beanstalk?”, “Was the Giant kind?”. • Enjoy listening to stories, songs and rhymes and will start to make up their own.

Following Instructions

- Understand spoken instructions without stopping what they are doing to look at the speaker. • Can follow instructions with multiple steps.

Developing Conversation • Be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times.

- Listen and responds to ideas expressed by others in conversation or discussion. • Take turns in much longer conversations. • Ask relevant questions or make relevant comments in relation to what they have heard. • Offer explanations for why things happen, how things work.

Use language for a range of purposes

- Use language to organise, sequence and clarify thinking, ideas, feelings and events. • Use language to help work out problems to organise their thinking and take part in activities. • Use language to predict. • Use language to project. • Can retell past events in order, including relevant detail e.g. “We went to the play barn and went on the shiny, blue slides. They were very fast.”. • Choose their own friends and play mates.

Speak clearly with an increasing command of English

- Use most speech sounds. However, they may have some difficulties with more difficult words such as ‘scribble’ or ‘elephant’. • Use longer sentences that are well formed and link sentences together, e.g. “I had pasta for tea at Mohammed’s house” “I had chicken for tea and then I played in my bedroom”. • Linked to the above use simple conjunctions to join or explain their ideas. • Link statements and stick to a main theme or intention. • Begin to use past, present and future tenses consistently.

Maintain Attention

- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span

Acquire new vocabulary rapidly

- Is learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means. • Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning. • Understand about 10,000 words. • Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren.

Participate in class and group discussions, performances, role play and simple debate

- Use talk to imagine – to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations. • Introduces a storyline or narrative into their play. • Confidently offers ideas, suggestions and opinions in whole class, group and 1 to 1 situations. • Confidently engages in talk partner conversation to rehearse and share ideas. • Can engage in simple debates e.g. The Lego is the best construction kit support or challenge / agree or disagree / right or wrong? • Takes part in simple performances with confidence e.g. school productions / class assemblies.

