



Communication and Language Development Nursery

Development Matters Statements	The Nursery children can....
Enjoy listening to longer stories and can remember much of what happens.	• begin to remember and listen attentively to stories with pictures, with a growing attention span. • begin to join in with repetitive lines of familiar stories. For example, Run, run as fast you can..... • begin to answer simple who, what and where questions.
Talk for Writing- Pie Corbett	• listen attentively to stories with pictures or stories that are orally told (Pie Corbett). • answer who, what and where and simple why and questions. • join in with repetitive lines of familiar stories. For example, this house is a squash and a squeeze. • begin to act out stories in the role-play • listen for an extended time to stories that have pictures, orally told or acted out. • answer who, what, why and where questions. • begin to ask who, where and what and why questions, beginning to think about the characters, setting and simple plots.

	• act out stories they have heard or begin to make their own stories in the role-play or in imaginative play.
Pay attention to more than one thing at a time, which can be difficult.	• when busy in play, children are beginning to stop and listen when asked by an adult or hear a signal that means stop, such as a tambourine, music, clapping or a whistle. • when busy in play, children are beginning to stop and listen when their name is called by an adult. • when busy in play, children can stop and listen when asked by an adult or hear a signal that means stop, such as a tambourine, music, clapping or a whistle. • when busy in play, children can stop and listen when their name is called by an adult. • when busy in play, children can stop and listen when their name is called by an adult. • when busy in play, children can stop and listen when their friend is talking to them. • when busy in play, children are beginning to listen and keep focused on an activity when their friend is talking to them.
Use a wider range of vocabulary.	• begin to join in repeated refrains or guess missing words from a simple book/text (spine), such as The Zoo.

Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.	• begin to give simple ideas and suggestions to what words may mean, after watching the adult model questioning what a word means, when reading stories, watching educational clips, exploration and scientific activities and in group discussions. • begin to follow a one-part instruction, such as ‘sit on the carpet, line up, put your coat on.’ • join in repeated refrains or guess missing words from a simple book/text (spine), such as The Zoo. • give simple ideas and suggestions to what words may mean, after watching the adult model questioning what a word means, when reading stories, watching educational clips, exploration and scientific activities and in group discussions. • follow a one-part instruction independently and begin to follow a one-part instruction, such as ‘sit on the carpet, line up, put your coat on.’ • independently join in repeated refrains and listen to and share ideas and suggestions as to what a word meaning. • Independently follow a two-part instruction and then begin to follow more in depth instructions, such as, ‘get your coat, book bag, water bottle and sit back on the carpet.’
Understand ‘why’ questions, like:	• listen to adults expressing their thoughts aloud and commenting on the children’s play and the children begin to share their thoughts too.

“Why you think the caterpillar got so fat?”	• can answer simple ‘who, what and where questions about their self, a story they are reading or about a current situation they are involved in (in that moment). • observe and listen to adults asking open–ended questions when in the learning environment (investigation area). • observe and listen to adults thinking aloud about how they are going to answer a ‘why’ • can answer simple ‘who, what and where questions about their self, a friend, a story they have read or about a current situation they are or were involved in • observe and listen to adults asking open–ended questions and begin to ask simple why questions when in the learning environment (investigation area) and share their ideas with the adults and some of their peers. • talk about what they are doing, what is happening and share their ideas with their peers and adults. • ask ‘what’, ‘where’, ‘when’ and ‘why’ questions when involved in their learning.
Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar	• listen to familiar picture book stories, such as traditional tales and the high-quality spine books and begin to talk about them • sing familiar nursery rhymes and songs fast/slow/loud and quiet • listen to and join in with new simple rhymes and poems that have actions or dance moves

books, and be able to tell a long story. Spine Books, Boggie Beats and dough gym	• listen to a variety of stories (spine books) that don't have pictures. • learn and join in with new simple rhymes and poems • listen to and join in with new and practice rhymes and poems that the children know already that link to topics • listen to a variety of oral stories (spine books) that don't have pictures • retell traditional, familiar or spine book stories using signs, a story map or by performing it and watching it back • Independently sing a variety of rhymes and poems and make their own versions (change a word etc.) • learn new rhymes and poems that link to topics and perform them
Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	• observe adults modelling good communication skills, such as, smiling, nodding, using encouraging words, 'wow', 'really' and positive body language, such as bending down to the child's level. • begin to copy adults in order to develop good communication skills. • listen to adults modelling the correct phrase and the children repeated what the adult has said, for example 'Lucy is brushing the dolly's hair'. • begin to use good communication skills, such as, smiling, nodding, using encouraging words, and looking at the person talking when in play and when talking to adults. • begin to use some simple phrases correctly.

	• begin taking the lead in pretend play and make up stories with their peers and adults. • Independently use good communication skills, such as, smiling, nodding, using encouraging words, and looking at the person talking when in play and when talking to adults. • use simple phrases correctly. • take the lead in pretend play and make up stories with their peers and adults.
Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Phase One phonics Mr Tongue	• Join in with, copy and repeat everyday sounds (e.g. farm animal noises / transport sounds) • Join in with stories, songs and rhymes • Independently make noises to support play • Sing some songs from memory • Join in with repeated refrains in known stories • Join in with tongue twisters of up to 4 words • Join in saying alliterative words from stories • Independently orally segment separate sounds in spoken words

Use longer sentences of four to six words.	• listen to adults adding words to make the sentences longer • copy adults' sentences within their play. • listen to the adults talk about different subjects, such as places, things, ideas and what you are doing • begin to add more words to make the sentences longer • begin to talk about different subjects, such as places, things, ideas and what they are doing with their friends and adults. • add more words to make the sentences longer • talk about different subjects, such as places, things, ideas and what they are doing with their peers and adults.
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. Start a conversation with	• begin to observe the adult modelling thinking skills, such as asking open questions (refer above to why questions?) • begin respond to simple open-ended questions about what they are doing and how they might solve a simple problem. • begin to recognise how they are feeling (sad, happy excited) or acknowledge the feeling when expressed by an adult. • begin to work in pairs (with friends) to investigate and discover new activities. • observe the adult modelling thinking skills, such as asking open questions (refer above to why questions)

an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Sustained Shared Thinking	• observe the adult modelling thinking, evaluation, understanding and clarify skills. • respond to simple open-ended questions about what they are doing and how they might solve a simple problem. • recognise how they are feeling (sad, happy excited) or acknowledge the feeling when expressed by an adult. • work in pairs or groups (friends) to investigate and discover new activities and with adult support, discuss what they are doing, what could they do next, what happened etc. • observe the adult modelling thinking skills, such as asking open questions and respond to simple open-ended questions about what they are doing and how they might solve a simple problem. • begin to share thinking, evaluation, understanding, give feedback and clarify skills with the support of the teacher. • recognise how they are feeling (sad, happy excited) or acknowledge the feeling when expressed by an adult. • begin to work more independently in pairs or groups (friends) to investigate and discover new activities and talk about what they are going to do and why.
Understand how to listen carefully	• copy a good role-model who is demonstrating good listening skills • with support, come and sit on the carpet in a space.

and why listening
is important.

Listening Lola

School Radio

Oral stories

Phase one phonics

- with support, look at the speaker (card reminders)
 - with support, can sit quietly
 - with support, listen with their ears
 - stop and listen when a signal is heard
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- independently come and sit on the carpet in a space.
 - independently look at the speaker
 - independently sit quietly
 - independently listen with their ears
 - listen for missing key words in well-known stories and rhymes.
 - join in a variety of well-known nursery rhymes
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- demonstrate good listening skills by listening to longer stories
 - join in repeated refrains when listening to a story
 - recall who the characters are in the story