Nursery Long Term Plan
Communication and Language

	Autumn	Spring	Summer 2
Communication and Language Listening and Attention and Understanding	Birth to three - babies, toddlers and young children will be learning to: ● Listen and respond to a simple instruction. ● Generally focus on an activity of their own choice and find it difficult to be directed by an adult. ● Listen to other people's talk with interest, but can easily be distracted by other things. ● Listen to simple stories and understand what is happening, with the help of the pictures. ● Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. ● Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Observation checkpoints ● By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".	Three and Four-Year-Olds will be learning to ● Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". ● Uses language to express feelings and emotions and explain why. ● Use new vocabulary in context in their play ● Can maintain concentration for short periods and is actively involved in discussions ● Is no longer easily distracted by others and will engage in activities which require attention, listening and recall to be maintained for longer periods. ● Be able to participate in a small group discussions articulating their thoughts and opinions and using their words and some actions. ● Is able to respond to more complex instructions – line up and put on your coat ● Can maintain concentration for short periods and is actively involved in discussions ● Uses questions in their play and in the correct context: 'Why?, What? When, How	Three and Four-Year-Olds will be learning to ● Enjoy listening to longer stories and can remember much of what happens. ● Pay attention to more than one thing at a time, which can be difficult. ● Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". ● Understand 'why' questions, like: "Why do you think the caterpillar got so fat? ● Use new vocabulary in context in their play ● Is able to talk more extensively about things they have done, seen or are interested in. ● Uses talk to pretend in their play and to extend their experiences. ● Spoken language continues to develop, new vocab is used correctly in context to enhance and support independent play ● Sentences are developing and becoming more complex – 4 – 6 words ● Use new vocabulary in context in their play ● Understands prepositions – under, on, beside, behind etc. ● Uses prepositions in the correct context ● Listens to the opinions of others and respects their views
Launchpad for literacy Auditory Attention	**2+ Skills** ● I am at the 'Fleeting Attention' stage of development. ● I am at the 'Rigid Attention' stage of development. ● I am at the 'Single-Channelled Attention' stage of development. ● I take part in an adult-directed task for a short period one-to-one even if this is not a favoured activity. I respond well to praise ● I take part in very small group listening activities	**3+ Skills** ● I am at the 'Focussing Attention' stage of development. ● I take part in adult-led, hands-on activities in a small group ● I listen in a small group with visual and/or kinaesthetic support. ● I listen in a small group for auditory and language activities. ● I listen in small groups with distractions if I understand. ● I listen as part of a medium-sized group with visual and/or kinaesthetic support and distractions minimised. ● I listen to my peers' conversations in one-to-one or small group situations if the topic interests me.	**4+ Skills** ● I am at the 'Two-Channelled Attention' stage of development. ● I listen to my peers' conversations in one-to-one or small group situations even if the topic is not following my agenda. ● I listen attentively in medium-sized groups, offering actions, comments or questions (language skills permitting.) ● I listen in larger groups for short periods and cope with a level of distraction but can only sustain this if I understand.
Launchpad for literacy Listening for Meaning and Semantic Sorting	**2+ Skills** ● I understand very familiar words in context e.g. 'milk,' 'mummy,' 'bath,' etc. ● I select familiar objects by name, finding the right one from a small group of objects or going to find it. ● I point to the right part of a picture or to a person based on their activity/verb e.g. "Who is sleeping?" "Who is crying?"	**3+ Skills** ● I select a familiar object by function if the simplest verb is used e.g. "Give me the one you eat/cut with/read/etc." ● I select a familiar object if a simple topic, location, attribute or part word is used e.g. "Give me the animal/the one from the bedroom/the shiny one/the one with wheels/etc." ● I play simple 'things-that-go-together' games. ● I sort a set of objects into two groups based on a shared, simple semantic link e.g. 'food' or 'clothes.' ● I play 'odd-one-out' games and detect which object or picture from a choice of three does not share the same, simple semantic link.	**4+ Skills** ● I work out what makes a group of objects go together. ● I select objects when a less familiar function, location, attribute or part word is used. ● I play 'What am I?' games with visual support, selecting the target from a small choice of objects. ● I sort objects into subtopics or by a less familiar semantic link. ● I play 'What am I?' games without visual support if simple, semantic links are used.

	2+ Skills	3+ Skills	4+ Skills
Launchpad for literacy Receptive Language: Auditory Memory for Understanding	• I understand language at one-word-level, initially with just very familiar words. My understanding will rapidly grow and should include early verbs and concepts as my vocabulary expands. • With familiar vocabulary, I can follow instructions at two-word-level. • I follow instructions at one-word-level if the objects are elsewhere.	• With familiar vocabulary, I follow instructions at three-word-level. • I follow instructions at two-word-level in a specific order if 'order' is visually supported. • I follow instructions at three-word-level including early colour, size or position concepts. I follow instructions at two-word-level if the objects are elsewhere or in a more demanding task.	• I follow instructions at three-word-level in a specific order. I will need to understand 'order' or this will need to be visually supported. • I follow instructions at three-word-level if the objects are elsewhere or in a more demanding task. • I follow instructions at four-word-level with familiar nouns. • I follow instructions at four-word-level including early colour, size or position concepts. • I follow instructions at four-word-level in a specific order. I follow instructions at four-word-level if the objects are elsewhere or in a more demanding task.
Launchpad for literacy Receptive Language: Questions & Instructions	• I respond to very simple questions in familiar routines with a familiar person e.g. "Where is your tummy?" "Where's teddy?" • I can follow very simple instructions containing 'big' and 'little.' • I understand the words 'who', 'what' and 'where' if used in simple questions asked within the here-and-now.	• I understand negatives used as whole words in simple sentences without visual support. • I follow simple instructions containing 'on', 'in' and 'under.' • I understand the words 'who,' 'what' and 'where' if used out of the here-and-now. I give better responses if supported visually. • I understand negatives in short sentences in the abbreviated form e.g. "Show me a boy who isn't jumping" • I understand the words 'who,' 'what' and 'where' if used out of the here-and-now and respond without visual support. • I understand instructions containing the words 'behind,' 'in front' and 'next to.'	• I am beginning to understand 'why' and 'how' but responses may be limited. I offer more when reasons or explanations are modelled in comments instead. • I offer responses to 'when' questions but my time vocabulary is limited. • I am beginning to offer reasons and explanations in response to 'why' and 'how' questions but offer more if questions are re-worded to 'what' e.g. "What has made you sad?" instead of "Why are you sad?" or "What made the car break?" instead of "How did the car break?" • I understand and follow sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later.

Continues below

Nursery Long Term Plan
Communication and Language

	Autumn 1	Spring	Summer 2
Communication and Language Speaking	Birth to three - babies, toddlers and young children will be learning to: ● Use gestures like waving and pointing to communicate. ● Use intonation, pitch and changing volume when 'talking'. ● Make themselves understood and can become frustrated when they can't. ● Start to say how they are feeling, using words as well as actions. ● Start to develop conversation, often jumping from topic to topic. ● Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. ● Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer' Observation Checkpoint ● Towards their third birthday, can the child use around 300 words? These words include descriptive language. 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). Is the child linking up to 5 words together? 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. Can the child follow instructions with three key words like: "Can you wash dolly's face?" ● Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.	Three and Four-Year-Olds will be learning to ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● Sing a large repertoire of songs. ● Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. ● Start a conversation with 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." ● Use new vocabulary in context in their play ● Uses questions in their play and in the correct context: 'Why?, What? When, How? ● Be able to participate in a small group discussions articulating their thoughts and opinions and using their words and some actions. ● Uses language to express feelings and emotions and explain why. ● Be able to participate in a small group discussions articulating their thoughts and opinions and using their words and some actions. ● Listens to the opinions of others and respects their views	Three and Four-Year-Olds will be learning to ● Use a wider range of vocabulary. ● Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. ● 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'. ● Use longer sentences of four to six words. ● 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. ● Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." ● Is able to talk more extensively about things they have done, seen or are interested in. ● Uses talk to pretend in their play and to extend their experiences. ● Sentences are developing and becoming more complex – 4 – 6 words

	2+ Skills	3+ Skills	4+ Skills
Launchpad for literacy Vocabulary: Learning, use & Idea Generation	● I imitate sounds and, later, words. ● I actively seek out talk from adults so I can hear and learn new words. ● I use different types of words (nouns, verbs and concepts.) ● I learn new words rapidly and use immediately in communication. ● I use non-specific vocabulary in simple sentences alongside actions to describe even if I know the verb e.g. "I/me do this" when painting.	● I extend my vocabulary as people name and explain using words I know ● I learn new words as we group things based on common meaning. ● I am beginning to think about the structure and meaning of words ● I am keen to know the meaning of new words and ask if I don't understand. ● I use more specific vocabulary to name people/objects and to describe events, offering more detail when talking out of the here-and-now. ● I generate ideas for a given function e.g. "What can we eat/open?" ● I generate ideas within a given story structure for something we might see, do or find in a given location (easier with familiar topics.) ● I generate ideas when given one semantic link with no visual support e.g. something with a lid/ from the kitchen/that is shiny/etc.	● I accept flexible naming e.g. 'animal' for 'horse' or 'bag' for 'rucksack.' ● I offer simple definitions for familiar words e.g. "What is a hat?" ● I generate five words for a simple semantic link e.g. things to eat ● I give you a word that means the same thing as a given word. ● I generate ideas when given two semantic links e.g. a fast thing that is a vehicle, something that is in the kitchen and is sharp.

Nursery Long Term Plan
Communication and Language

	2+ Skills	3+ Skills	4+ Skills
Launchpad for literacy Expressive Language: Sentences	• I use single words and then link two together • I talk in the here-and-now alongside activity or visual support. • I use simple sentences containing three words.	• I ask a variety of questions e.g. 'What?' 'Where?' and 'Who?' • I use word endings to indicate present tenses, plurals and negatives. • I use language to choose and plan play/activities with visual support. • I anticipate and join in with key phrases and events in familiar stories. • I begin to use language out of the here-and-now. This is easier with familiar topics and the immediate past or future. • I use more complex sentence structure and link thoughts, ideas and events with 'and,' 'because' and 'so.' • I use pronouns correctly • I retell stories with visual support including the main events • I recount simple, past events in the right order. • I use a variety of tenses but still have immature irregular grammar.	• I use language to choose and plan play/activities without visual support. • I participate in conversations without needing visual support • I link sentences and generally stick to the topic of the conversation. • I retell stories without visual support and can predict. • I am beginning to tell my own stories. • I ask why things happen and am beginning to offer explanations. • I use talk to organise, sequence and clarify my thoughts and ideas.
Launchpad for literacy Pragmatic: Conversation and Group	• I use body language, pointing and babble to gain attention and affect others. • I use social referencing, looking to others for responses and reactions to my actions or communication. • I take turns with an adult one-to-one using a simple resource. • I talk to adults and other children and enjoy spending time with and receiving attention from both.	• I initiate interactions using talk. My range of 'phrases' to do so may still be limited. • I begin to use talk to 'ask.' • I use talk to engage others and to share my thoughts and experiences • I take turns with simple, rule-bound games such as 'picture lotto' or 'dominoes.' • I take on the intonation pattern and accent of the people around me • I take turns to talk in a small group. • I take turns in larger groups if props to indicate turns are used.	• I use sentences and simple manners to 'ask.' • I take turns in conversations and alter what I say depending on what the other person has said. • I take turns to talk in larger groups with adult support or when a prop to indicate turns is used. • I offer explanations and more detail when asked. I know how to ask others for clarification if I have not understood. • I express my thoughts and opinions about a topic/activity when in a group or playing collaboratively. • I 'ask' in a variety of ways.
Launchpad for literacy Speech Sounds	• I use sounds in my 'jargon' and then use this alongside some real words. • I use vowel sounds and the consonants 'm,' 'p,' 'b,' 'n,' 't,' 'd,' 'w' and 'h' in my speech. I may omit final sounds and substitute sounds.	• I add the consonants 'k/c,' 'g,' 'f,' 's' and 'y' to my consonant range. I may begin to use 'l. • I am becoming clearer although sound changes are still present. • I add the consonants 'z,' 'v,' 'sh,' 'ch,' 'j' and 'ng.' I develop the consonant clusters 'sp,' 'st,' 'sk/sc,' 'sm' and 'sn. • I am usually understood by others, even in connected speech.	• I develop the consonant clusters 'pr,' 'pl,' 'br,' 'bl,' 'tr,' 'tw,' 'dr,' 'cr,' 'cl,' 'cw/q,' 'gr' and 'gl. • I use most phonemes consistently and 'l,' 'r' and 'th' are developing. • I am intelligible to others most of the time, even to unfamiliar adults. • I add the consonants 'l,' r' and 'th.' I develop more complex clusters such as 'spr,' spl,' 'sps,' 'str,' 'scr' and 'skw/sq.'

Nursery Long Term Plan
Communication and Language