

Rainbows Long Term Plan
Communication and Language

	Autumn	Spring	Summer 2
Communication and Language Listening and Attention and Understanding	- 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. - show some attention during a story or instruction. - recognise and respond to familiar sounds such as door opening, phone ringing - use gestures or body language to express needs or wants - begins to listen to songs/rhymes - show interest in play with sounds/songs or music - babbles/chats during play <u>Observation checkpoints</u> - 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".	- 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'. - Join in with simple songs and actions with enjoyment - Improved listening skills (can follow a single instruction eg touch your nose) - Use 'pretend' talking during role play <u>Observation checkpoints</u> - 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".	- Listen to other people's talk with interest, but can easily be distracted by other things. - Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). <u>Observation checkpoints</u> - 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".
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		
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?"		
Launchpad for literacy Receptive Language: Auditory Memory for Understanding	2+ Skills - 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.		
Launchpad for literacy Receptive Language: Questions & Instructions	2+ Skills - 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.		

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	Autumn 1	Spring	Summer 2
Communication and Language Speaking	- Use gestures like waving and pointing to communicate. - Make themselves understood and can become frustrated when they can't. <u>Observation Checkpoint</u> - 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.	- Start to say how they are feeling, using words as well as actions. - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. <u>Observation Checkpoint</u> - 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.	- Use intonation, pitch and changing volume when 'talking'. - Start to develop conversation, often jumping from topic to topic. - 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' <u>Observation Checkpoint</u> - 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.

Launchpad for literacy Vocabulary: Learning, use & Idea Generation	2+ Skills - 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.
Launchpad for literacy Expressive Language: Sentences	2+ Skills - 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.
Launchpad for literacy Pragmatic: Conversation and Group	2+ Skills - 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.
Launchpad for literacy Speech Sounds	2+ Skills - 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.