

## Progression document: Communication and language



Listening, Attention and Understanding		
2-year olds	N1	N2
<ul style="list-style-type: none"> <li>• Enjoys listening to simple stories</li> <li>• Pays attention to own choice of activity, may move quickly from activity to activity</li> <li>• Is able to listen to other people's talk with interest but can easily be distracted by other things</li> <li>• Listens to and enjoys rhythmic patterns in rhymes and stories</li> <li>• Tries to join in with actions or vocalisations</li> <li>• Selects familiar objects by name</li> <li>• When asked by an adult, will go and find a given object</li> <li>• Understands simple sentences/instruction e.g. Throw the ball using visual clues</li> <li>• Understands simple questions when in a familiar context e.g. Where's Mummy? Where's your nose?</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories</li> <li>• Single channelled attention; can shift to a different task if attention is fully obtained</li> <li>• Understand who, what where in simple questions e.g. Who is that? Who can? What's that? Where is...?</li> <li>• Identifies action words by following simple instructions e.g. show me jumping</li> <li>• Developing understanding of simple concepts e.g. fast/slow, good/bad</li> <li>• Understands simple sentences/instruction e.g. Throw the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens within a small group.</li> <li>• Focusing attention, can still listen or do but can change their own focus or attention</li> <li>• Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</li> <li>• Understand 'how' and 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Understands the use of objects e.g. Which one do we cut with?</li> </ul>
Stonehill Milestones		
2-year olds	N1	N2
<ul style="list-style-type: none"> <li>• Repeats words and finds objects when asked e.g. ball, shoes.</li> <li>• Responds to familiar music, songs or rhymes</li> <li>• Can understand questions and simple sentences like: "Where's your hat?" or "Where is your nose?"</li> </ul>	<ul style="list-style-type: none"> <li>• Understands action words by pointing to the right picture in a book or carry out the action. For example: "Who's jumping?"</li> <li>• Responds to questions and instructions.</li> <li>• Asks for help if they need it. Around the age of 3, can the child shift from one</li> </ul>	<ul style="list-style-type: none"> <li>• Listens when they are in a group with other children.</li> <li>• Can answer simple 'why' questions</li> <li>• Listens attentively in a range of situations</li> <li>• Is able to follow an instruction with two parts e.g. Get your coat and open the door.</li> </ul>

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<ul style="list-style-type: none"> <li>• Understands many more words than they can say – between 200–500 words?</li> <li>• Is interested in books and stories.</li> <li>• Can stop what they are doing and follow a simple instruction e.g. Yumna come and have your snack</li> </ul>	<p>task to another if you fully obtain their attention, for example, by using their name?</p> <ul style="list-style-type: none"> <li>• Listens and responds to things said by others.</li> </ul>	
<p>Early Learning Goal:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>		

Speaking		
2-year olds	N1	N2
<ul style="list-style-type: none"> <li>• Make themselves understood and can become frustrated when they cannot.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> </ul>	<ul style="list-style-type: none"> <li>• Learns new words very rapidly and is starting to use them in communicating</li> <li>• Sing a large repertoire of songs.</li> <li>• Begins to join in with rhymes</li> <li>• Uses language to share feelings, experiences and thoughts</li> <li>• Holds a conversation jumping from topic to topic</li> <li>• Uses longer sentences e.g., Mummy gonna work</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Know many rhymes and say/sing with confidence, talk about familiar books, and be able to tell a long story</li> <li>• Be able to demonstrate their knowledge of books and experiences in their small world play</li> <li>• 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.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• Use longer sentences of four to six words</li> </ul>
Stonehill Milestones		
2-year olds	N1	N2

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<ul style="list-style-type: none"><li>• To make vocalisations within their play (e/g- choo choo, neowwwwww, meow)</li><li>• Can use words to identify objects.</li><li>• Beginning to put two or more words together e.g. "more milk"?</li><li>• Asks questions, such as the names of people</li><li>• Uses lots of new words.</li></ul>	<ul style="list-style-type: none"><li>• Speaks in simple sentences.</li><li>• Uses pronouns ('me', 'I', 'you'), and using plurals</li><li>• Sings songs and rhymes</li><li>• Talks with other children.</li></ul>	<ul style="list-style-type: none"><li>• Talks about what they are doing and things they remember.</li><li>• Starts conversations with familiar people and asks questions.</li><li>• Can use 'because', 'or', 'and' to extend their conversation</li><li>• Asks and answers questions to find out more.</li><li>• Uses pronouns ('him', 'she'), and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with</li><li>• Talks in clear sentences about people they know, what they see and how they are feeling.</li><li>• Uses future or past tense e.g. I am going to the park. I went to the shop.</li><li>• Using sentences of four to six words</li></ul>
<p><b>ELG-</b></p> <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li><li>• 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.</li></ul>		