



Communication and Language Checkpoints						
Nursery 1 (Birth-Three)	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	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.	Make themselves understood and can become frustrated when they cannot. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'	Start to develop conversation, often jumping from topic to topic. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.	Use the speech sounds p, b, m, w. Pronounce: l/r/w/y f/th / s/sh/ch/dz/j Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Listen to simple stories and understand what is happening, with the help of the pictures. Multi-syllabic words such as 'banana' and 'computer'.	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Start to say how they are feeling, using words as well as actions.

Communication and Language Checkpoints						
Nursery 2 (Three & Four Year Olds)	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Pay attention to more than one thing at a time, which can be difficult	Use a wider range of vocabulary. Enjoy listening to longer stories and can remember much of what happens. Use longer sentences of four to six words.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 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'	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Start a conversation with an adult or a friend and continue it for many turns.	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." Sing a large repertoire of songs.

Communication and Language Checkpoints

Reception	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Develop social phrases. Learn rhymes, poems and songs. Engage in non-fiction books.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts</p>	<p>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.</p>	<p>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.</p>