|  |  |  |  |
| --- | --- | --- | --- |
| **BUNBURY ALDERSEY CE PRIMARY AND NURSERY SCHOOL**  **EYFS – Communication and Language** | | | |
|  | **Two’s**  **Autumn** | **Two’s**  **Spring** | **Two’s**  **Summer** |
| **Listening, Attention and Understanding** | 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.  **By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?**  **Around the age of 2, can the child understand many more words than they can say – between 200-500 words?**  **Around the age of 2, can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?”** | | |
| * Use gestures like pointing and facial expressions to enable children to listen and pay attention. * Children can respond to their name when called. * Children will look at an adult or child who is speaking. * Children are beginning to listen to stories told from a book with interaction such as lift the flap. * Children sit and look at someone when they see it is story time, knowing they have to listen. | * Share picture books every day with children. * Tell children the names of things they do not know and choose books that introduce interesting new vocabulary to them. * Children can listen for longer stories in small groups (maybe a whole book if interested) * Children are engaged and focused when they are interacting with a book such as lift the flap or stroke the dog. * Children can respond to instructions that are part of the routine when their name is called first (e.g. Sam, get your coat) | * When appropriate, you can check children’s understanding by asking them to point to particular pictures. Or ask them to point to particular objects in a picture. For example: “Can you show me the big boat?” * Children can sit in a small group of up to 4 to listen to a story from a book or join in with rhymes. * Children can listen and follow very simple instructions with one word to focus on, such as Maisie, get a spoon or Henry, go to Mummy. |
| **Speaking** | Can become frustrated when they can’t make themselves understood.  Start to say how they are feeling, using words as well as actions.  **Towards their second birthday, can the child use up to 50 words?**  **Is the child beginning to put two or three words together: “more milk”?**  **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).** | | |
| * Adults to calm and reassure children if they are having emotional tantrums. * Children to be supported and encouraged to express what’s angering them by suggesting words to describe their emotions, like ‘sad’ or ‘angry’. * Using word aware, children are learning one new term/word a week with a focus in many different contexts to embed. * Adults to further support children by explaining in simple terms why you think they may be feeling that emotion. * Extend children’s nouns by adding colours, size or shape adjectives etc. e.g. child says ‘bus’ and adult responds with ‘yes. It’s a blue bus.’ Child says ‘baby’ and adult replies ‘Yes, it’s a tiny baby.’ | * Children learn to say please and thank you in context. * Children learn the names of familiar adults and children in the setting and call them. * Teach the words ‘more’ and ‘no more’ in context. * Learn some opposites when in play, focusing on one pair a week e.g. hot and cold, wet and dry, soft and hard. | * Focus on functions of objects – a week for each area of gardening, washing, shopping, cooking, travelling, self-care. * Feelings words – use books and rhymes where children can learn and explore these emotions. |