



## Communication & Language – Prime Area

### Speaking

#### Observational Check Point for Nursery

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”

Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.”

Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?

Can the child answer simple ‘why’ questions?

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
<p>Talking to a small group about what they did on their holidays/ family.</p> <p>Make a picture at home and talk about what they have done to a small group of peers.</p>	<p>I can ask simple questions about ‘who’, ‘what’ and ‘where’ in guided groups and with my key worker support to my friends or an adult.</p>	<p>I can ask simple questions about ‘why’ in guided groups and with my key worker support to my friends or an adult.</p> <p>I am able to talk about familiar books that I read at school or share with my family at home.</p>	<p>I can start a <b>conversation</b> with adults and friends and continue it for many turns.</p> <p>I can use longer sentences in my play and my explanations with at least 6 words.</p> <p>I use conjunctions in my sentences when I speak in my independent play.</p>
<p>I can follow a simple instruction</p> <p>WellComm interventions to take place.</p>	<p>I use a wider range of vocabulary when acting out stories. My teacher will have explained what the words mean and then I can use them in my play.</p>	<p>I continue to use a wider range of vocabulary when acting out stories. My teacher will have explained what the words mean and then I can use them in my play.</p>	<p>I continue to use a wider range of vocabulary when acting out stories. My teacher will have explained what the words mean and then I can use them in my play.</p>

### Listening, Attention and Understanding

Observational Check Point for Nursery

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?” Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver.” Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
Talking to a small group about what they did on their holidays.  Make a picture at home and talk about what they have done to a small group of peers.	I can understand and act on longer sentences like make teddy jump or find your coat.  I can identify familiar objects and properties for my key worker when they are described. For example: ‘Hassan’s coat’, ‘blue car’, ‘shiny apple’.	I can understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  I can understand and answer ‘who’, ‘what’ and ‘where’	I can understand and answer why questions.  I can understand and answer why questions when being asked to predict what is/has happened in a story.
I can follow a simple instruction  WellComm	I can sit comfortably and listen to a story for 5 minutes.  I can listen to simple stories and understand what is happening, with the help of the pictures.	I enjoy listening to longer stories and can remember much of what has happened at the end of the story and why.	I enjoy listening to longer stories and can remember much of what happens in the beginning, middle and end of the story.
		I can focus on a chosen activity for at least ten minutes.	I can focus on a guided activity for at least ten minutes.