

2022 to 2023 framework for **Communication and Language Development** with links to the nursery 2022-2023 project 'what is alive in our garden?'

Autumn	Spring	Summer
<b>listening and attention</b>		
<ul style="list-style-type: none"> <li>• Joins in with the six simple action rhymes as part of the puppet resources.</li> <li>• Acknowledging /noticing environmental sounds.</li> <li>• Use gestures / signs to respond to the communication of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding with thoughts and ideas to questions posed, e.g. I wonder, what if? I have an idea.</li> <li>• Naming and playing with sounds, songs, rhymes, and being able to share knowledge and ideas with peers.</li> <li>• Repeating rhythms, beats (syllables)</li> </ul>	<ul style="list-style-type: none"> <li>• Responding within peer groups to questions posed (with thought and ideas) e.g. I wonder, what if? I have an idea.</li> <li>• Identifying rhythm and rhymes, sharing and extending them.</li> </ul>
<b>understanding</b>		
<ul style="list-style-type: none"> <li>• Understand verbal language relating to routines e.g., sit in the group, hang up your coat.</li> <li>• Understand simple sentences e.g., Sit with the group, go outside</li> <li>• Understand the emerging lexicon of the project, ideas, and descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding sequential instructions relating to routines, e.g. you are working outside with Victoria, over by the compost bin.</li> <li>• Responding to who, what, and where, in simple questions.</li> <li>• Becoming more empowered to use the vocabulary established within the lexicon that is emerging in the project.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding more complex sequential instructions, eg you are working with the number rods in the lab first, then next, you are working outside (making use of time related language).</li> <li>• Responding to why and how questions</li> <li>• Working with peers using the lexicon of the project to interact together listening and speaking.</li> </ul>
<b>speaking</b>		
<ul style="list-style-type: none"> <li>• Working within concrete contexts use single words and simple sentences to describe what they can see, here, etc</li> <li>• Asking for things to meet their needs, e.g. apple please.</li> <li>• Uses gesture signs and single words to pretend during play</li> </ul>	<ul style="list-style-type: none"> <li>• Asking simple questions, e.g. what's that? What are you doing? Who is that?</li> <li>• Using simple sentences to pretend during play.</li> </ul>	<ul style="list-style-type: none"> <li>• Using more complex sentence is to pretend and to engage in imaginative dialogue.</li> <li>• Asking more complex questions, including what and how.</li> <li>• Recalling past experiences and engaging others in shared experiences</li> <li>• In dialogue with peers, exchange views, make defence of ideas, identify why you may have changed your mind.</li> </ul>