

Objective No	Communication, Language and Literacy Speaking	
	Gender / Ethnicity	
	Total targets	
	Number Met	
1	Birth - 11 Months	Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.
2		Makes own sounds in response when talked to by familiar adults.
3		Lifts arms in anticipation of being picked up.
4		Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like <i>'baba, nono, gogo'</i> .
5	8 - 20 Months	Uses sounds in play, e.g. <i>'brrrm'</i> for toy car.
6		Uses single words.
7		Frequently imitates words and sounds.
8		Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.)
9		Uses pointing with eye gaze to make requests, and to share an interest.
10		Creates personal words as they begin to develop language.
11	16-26 months	Copies familiar expressions, e.g. <i>'Oh dear', 'All gone'</i> .
12		Beginning to put two words together (e.g. <i>'want ball', 'more juice'</i>).
13		Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).
14		Beginning to ask simple questions.
15		Beginning to talk about people and things that are not present.
16	22-36 months	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
17		Holds a conversation, jumping from topic to topic.
18		Learns new words very rapidly and is able to use them in communicating.
19		Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i> .

20		Uses a variety of questions (e.g. what, where, who).
21		Uses simple sentences (e.g.' Mummy gonna work.')
22		Beginning to use word endings (e.g. going, cats).
23	30-50 months	Beginning to use more complex sentences to link thoughts (e.g. using and/because)
24		Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
25		Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
26		Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
27		Uses a range of tenses (e.g. play, playing, will play, played).
28		Uses intonation, rhythm and phrasing to make the meaning clear to others
29		Uses vocabulary focused on objects and people that are of particular importance to them.
30		Builds up vocabulary that reflects the breadth of their experiences.
31		Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'
32	40-60 months	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
33		Uses language to imagine and recreate roles and experiences in play situations.
34		Links statements and sticks to a main theme or intention.
35		Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
36		Introduces a storyline or narrative into their play.
37	EL Goal	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
38	KS1	Working on KS1 objectives