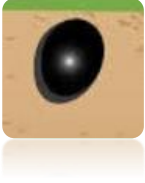







	Months	Speaking
Seeds 	0-12	<ul style="list-style-type: none"> Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing Makes own sounds in response when talked to by familiar adults Lifts arms in anticipation of being picked up Babbles to communicate with adults; says sounds like baba, nono, gogo Points and looks to make requests and to share an interest Uses objects of reference to express a need or want with increasing consistency
	12-24	<ul style="list-style-type: none"> Enjoys babbling and increasingly experiments with using sounds; using them in play Uses gestures (dragging, leading, standing, reaching), sometimes with limited talk, e.g. reaches toward toy, saying 'want it' Copies gestures, words (some of them made up) and sounds during interactions and play Points to objects in the environment to direct adult attention/share an interest/make a request Uses up to 20 single words (Early Word Checklist) to communicate for a range of purposes (e.g. <i>teddy, more, no, bye-bye</i>) Copies familiar expressions Uses who, what, where, what doing (e.g. <i>banana, go, sleep, hot</i>) Beginning to ask simple questions Beginning to talk about people and things that are not present Consistently uses at least 10 objects of reference to communicate a want or need Talks at a 2 word phrase level (e.g. <i>Mummy gone, more milk</i>)
Sprouts 	24-36	<ul style="list-style-type: none"> Is working towards PECS Stage 1 and using an increasing library of single pictures to exchange for a desired item or activity Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Uses over 200 words (Early Word Checklist) Is working towards PECS Stage 2 and is using an increasing library of single symbols (10+) to communicate a want or need- in different places. Learns new words very rapidly and is able to use them in communicating Uses a variety of questions (e.g. <i>what, where, who</i>) Beginning to use word endings (e.g. <i>going, cats</i>) PECS Stage 3 - can use a choice board by selecting a symbol from a choice of 3 or more Realises the correct volume to talk at - not too loud or too quiet Talks at a 3 word phrase level (e.g. <i>I want milk, car gone down</i>)



	36-48	<ul style="list-style-type: none">• PECS Stage 4- beginning to use a communication strip/board• Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>)• Able to use language in recalling past experiences• Can retell a simple past event in correct order (e.g. <i>went down slide</i>, <i>hurt finger</i>)• Uses talk to explain what is happening and anticipate what might happen next• Questions why things happen and gives explanations. Asks <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>• Beginning to use a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>)• Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture• Uses intonation, rhythm and phrasing to make the meaning clear to others• Talks more extensively about things that are of particular importance to them• Builds up vocabulary that reflects the breadth of their experiences• Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i>• Talks at a 4 – 6 word sentence level (e.g. '<i>my dinosaur is jumping</i>', '<i>look my tower is really tall</i>'; '<i>look how big my tower is</i>')
Seedlings 	48-60	<ul style="list-style-type: none">• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words• Uses language to imagine and recreate roles and experiences in play situations• Links statements and sticks to a main theme or intention• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events• Introduces a storyline or narrative into their play
Saplings 	ELG	<ul style="list-style-type: none">• 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