







|   | Months       | Understanding   |
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| <b>Seeds</b><br>     | <b>0-12</b>  | <ul style="list-style-type: none"> <li>• Turns when hears own name</li> <li>• Starts to understand contextual clues (e.g. <i>familiar gestures, words and sounds is developing the ability to follow others' body language, including pointing and gesture</i>)</li> <li>• Smiles/quietens to familiar voice/face</li> <li>• Regularly stops activity when told no</li> <li>• Enjoys finding nose, eyes and tummy as part of a naming game</li> <li>• Starts to respond to objects of reference to refer to a specific routine or play activity</li> </ul>  |
|   | <b>12-24</b> | <ul style="list-style-type: none"> <li>• Responds to simple questions when in a familiar context with a special person (e.g. <i>Where's Mummy? Where's your nose?</i>)</li> <li>• Shows understanding of at least 15 words/signs used in reference to the immediate context: for example, looks, points to, or finds an object when asked, such as in response to 'Where's your shoes?'</li> <li>• Understanding of single words in context is developing, (e.g. <i>cup, milk, daddy</i>)</li> <li>• Developing body language including pointing and gesture</li> <li>• Can choose between two presented objects: "Do you want the ball or the car?"</li> <li>• Understands different situations - able to follow routine events and activities using nonverbal cues such as photos</li> <li>• Understands simple sentences/instructions (e.g. <i>throw the ball</i>)</li> <li>• Understands approx fifty words (refer to early word checklist)</li> <li>• Understands 15 photos to refer to specific routine or play activities</li> <li>• Demonstrates increasing understanding of vocabulary at a two-word level: for example, understands simple instructions involving a person and an object, such as 'Get Mummy's shoes', 'Where is your coat?'</li> </ul> |
| <b>Sprouts</b><br> | <b>24-36</b> | <ul style="list-style-type: none"> <li>• Understands familiar who, what, where within the context of an activity (Colourful Semantics)</li> <li>• Identifies what doing words by following simple instructions, e.g. <i>can you jump?</i></li> <li>• Beginning to understand two word level instructions (e.g. <i>put your toys away and then sit on the carpet</i>)</li> <li>• Understands who, what, where in simple questions (e.g. <i>who's that? Who can? What's that? Where is?</i>)</li> <li>• Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)</li> <li>• Will point to smaller parts of the body (e.g. <i>chin, elbow, eyebrow</i>)</li> <li>• Will point to simple parts of the body (e.g. <i>head, arm, tummy</i>)</li> <li>• For any child using a visual communication: Understands an activity sequence presented on a vertical visual timetable of two events</li> <li>• Understands at a three-word level concepts using real objects and situations (e.g. 'Teddy on the table')</li> <li>• Understands all pronouns: for example, 'they', 'he', 'she', 'him', 'her'.</li> <li>• Understands objects by description (e.g. <i>the wet one, the dirty one</i>)</li> </ul>  |



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|   | <b>36-48</b> | <ul style="list-style-type: none"><li>• Understands use of objects (e.g. <i>which one do we cut with?</i>)</li><li>• Responds to instructions with more elements (e.g. <i>give the big ball to me; collect up all the blocks and put them in the box</i>)</li><li>• Beginning to understand <i>why, when, how</i> questions</li><li>• Can give information about own life and favourite things</li><li>• For any child using a visual communication: Understands an activity sequence presented on a vertical visual timetable of three events</li><li>• Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture</li><li>• Answers questions more fully, providing more than one piece of information</li><li>• Follow a story without pictures or props</li></ul> |
| <b>Seedlings</b><br> | <b>48-60</b> | <ul style="list-style-type: none"><li>• Compare sizes, weights, etc. using gesture and language: 'bigger/little/smaller', 'high/low', 'tall', and 'heavy'</li><li>• Finds ways of understanding new vocabulary by making links</li><li>• Shows interest and understanding of non-fiction topics</li><li>• Understands a range of complex sentence structures including plurals and tense markers (e.g. <i>Yesterday, I ate three ice creams. Yesterday you played with your friends</i>)</li><li>• Beginning to understand humour (e.g. <i>nonsense rhymes, jokes</i>)</li><li>• Able to follow a story without pictures or props</li><li>• Listens and responds to ideas expressed by others in conversation or discussion</li><li>• Understands questions such as <i>who; what; when; where; how</i> and <i>why</i></li></ul>            |
| <b>Saplings</b><br> | <b>ELG</b>   | <ul style="list-style-type: none"><li>• <b>Make comments about what they have heard and ask questions to clarify their understanding</b></li><li>• <b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b></li></ul>  |