

My Pre-School Communication Targets - FSU

Children at each stage should be confidently capable of the following:

By age 3 (on entry to Nursery)	By age 4 (on exit from Nursery/entry to Reception)	By age 5 (on exit from Reception)
<ul style="list-style-type: none"> • use up to 300 words. They will use different types of words to do different things, e.g. <ul style="list-style-type: none"> ○ to describe what things look like - 'big', 'soft' ○ where they are - 'under', 'on' ○ what they are for - 'eating', 'playing' ○ that say who they are - 'me' ○ to describe how many - 'lots' • refer to something that has happened in the past • put 4 or 5 words together to make short sentences, such as "me want more juice", "him want his coat" • ask lots of questions • have clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'. They often have problems saying more difficult sounds like 'sh', 'ch', 'th' and 'r'. However, people who know them can mostly understand them • listen to and remember simple stories with pictures • understand longer instructions, such as "put on your coat and get your bag" or "where's mummy's coat?" • understand simple 'who', 'what' and 'where' questions • play more with other children and join in with play • play more complex imaginative games • be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times • be able to recognise how other people feel and will try to do something about it e.g. "Ah, Josie sad. She need a hug." 	<ul style="list-style-type: none"> • ask lots of questions using words like 'what', 'where' and 'why' • be able to answer questions about 'why' something has happened • use longer sentences and link sentences together, e.g. "I had pizza for tea and then I played in the garden" • describe events that have already happened, e.g. "We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch" • have mostly clear speech, though will continue to have difficulties with a small number of sounds - for example 'r' - as in rabbit, 'l' - as in letter, 'th' as in thumb, 'sh' as in show, and 'j' as in jam • listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as "Who did Cinderella dance with at the ball?", "Were Cinderella's sisters kind?" • understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers • enjoy make-believe play • start to like simple jokes - though often their own jokes make little sense • start to be able to plan games with others 	<ul style="list-style-type: none"> • take turns in much longer conversations • use sentences that are well formed, for example, "I had spaghetti for tea at Jamilia's house" • be learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means • be able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story • use most speech sounds. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant' and some speech sounds such as 'r' and 'th' may still be difficult • enjoy listening to stories, songs and rhymes and will start to make up their own • ask relevant questions or make relevant comments in relation to what they have heard • understand spoken instructions without stopping what they are doing to look at the speaker • understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between' • understand words that describe sequences such as "first we are going to the shop, next we will play in the park" • choose their own friends • use talk to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations • use talk to help work out problems and organise thinking and activities
<p>Children will be saying lots more words during this time - you will notice that they use new words almost daily. This is a really exciting time and children will be asking endless questions to help them learn and find out about the world around them. They are often keen to have conversations with adults they know well.</p>	<p>Children understand and say lots of words and sentences now. You can see them using their talking to meet new friends or to work out problems. They talk to find out new information by asking lots of questions. A massive amount of learning happens in this time.</p>	<p>By the age of five, almost all children will be in school. At this stage, they need to learn how to listen, understand and share their ideas within the classroom. They also need to understand words and phrases used in school that they may not have heard at home - things like 'line up', 'packed lunch' and 'talk to your partner' etc. They also still need to have conversations - to share information, to make friends and explain how they are feeling.</p>

My Age 5 Communication Targets - Reception to end of Year 1

Children at age 5 should be confidently capable of the following:

Understanding Spoken Language	Understanding and Using Vocabulary	Speech Sounds	Sentences	Storytelling and Narrative	Social Interaction
<ul style="list-style-type: none"> I show 'good listening' by looking at the person who's talking to me and thinking about what they're saying. I can listen to instructions whilst I'm busy with something else. I understand 2 or 3 part instructions, e.g. '<i>get changed into your PE kit, then choose a partner and line up by the door.</i>' I understand 'how' or 'why' questions, e.g. '<i>How did the family escape from the bear in the story?</i>' 	<ul style="list-style-type: none"> I understand that words can be grouped into categories and I can give examples from each group e.g. <i>animals, transport, food</i> etc I understand lots of different words about time, shape, texture and size and I can use them correctly e.g. <i>soon, early, late, square, triangle, circle, soft, hard, big, tiny, tall</i> I can listen to a description and name the object, character or animal it is describing e.g. '<i>It lives in the jungle and is fierce with big teeth and it is stripy.</i>' I can choose my words carefully to make people understand what I want e.g. <i>I didn't want my yellow gloves; I wanted the spotty ones that match my hat.</i> 	<ul style="list-style-type: none"> My speech is clear and easy to understand (although I might still struggle with a couple of sounds) - (see below) I have a good knowledge and understanding of sounds and words which are important for reading and spelling. I can break words into syllables e.g. <i>Fri..day; sat..ur..day</i> I recognise words which rhyme I can work out which sound comes at the beginning of a word e.g. '<i>sit begins with s. Sun, silly, Sam and sausage all be.g.in with 's.'</i>' 	<ul style="list-style-type: none"> My sentences are well-formed, are sometimes longer and have more details e.g. '<i>I made a big, round pizza with tomato, cheese and ham on top.</i>' I can sometimes use the correct tricky past tense words e.g. <i>I drank all my milk; She took my teddy</i> (correct irregular verbs). I independently use connective words such as if, because, so, could, to join my phrases e.g. '<i>I can have a biscuit if I eat all my dinner.</i>' I can ask and answer 'what', 'where', 'when' and 'what could we do next' questions. I can use language to persuade someone and reason with them e.g. '<i>Can I go outside because it's stopped raining?</i>' 	<ul style="list-style-type: none"> I can list events with some detail e.g. '<i>We went to the seaside and I made the biggest sandcastle ever and we ate fish and chips on newspaper</i>'" I can re-tell my favourite stories - some parts as exact repetition and some in my own words e.g. <i>"...going on a bear hunt, going to catch a big one, we're not scared...and he chased them all the way home"</i> I can start to add something that's gone wrong in my own stories e.g. <i>"...but the little boy dropped his big ice cream on the floor and he was very sad and crying..."</i> I can describe events (even if they're not always joined together or in the right order) e.g. '<i>Daddy was cross. We was late for the football. It was broken. The car tyre</i>'" I can use longer and more complicated sentences within my stories e.g. '<i>When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile</i>'" 	<ul style="list-style-type: none"> I can start conversations with other people and join in with group conversations I join in and organise role play with friends I can play co-operatively and pretend to be someone else talking. (These games can be quite elaborate and detailed) I can use my words to do a wider range of things - such as ask, negotiate, give opinions and discuss ideas and feelings e.g. '<i>Can we go to the park after school today - it's a lovely sunny day and it will be fun</i>'" I can give details that I know are important and will influence my listener e.g. '<i>Ahmed fell over that stone, Javid didn't push him</i>'"
<p>Attention and listening skills are the foundation of language. Without well-developed skills in this area, children will struggle to understand and respond appropriately. In addition, children may have difficulties with understanding language being spoken. If you look carefully, you can often see these children struggling to listen, follow instructions or copying other children who have understood what to do.</p>	<p>Vocabulary is key for learning. Amazingly, research tells us that the level of children's vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond. This section is about understanding as well as saying words.</p>	<p>It's normal for children at 5 to still struggle with some sounds, especially 'r' and 'th'. There are lots of Reception-aged children with 'wabbits' and 'fums'. Combinations of consonant sounds at the beginnings and ends of words can be tricky e.g. <i>pider for spider; fower for flower</i>. Words with 3 or more syllables can be difficult e.g. <i>pasketti for spaghetti; efalet for elephant</i>.</p>	<p>By age 5, children will be using longer and more complicated sentences. English is a complicated language though, so they'll still make mistakes, over-generalising rules of grammar, e.g. <i>they may say 'fighted' instead of 'fought' or 'gooses' instead of 'geese', 'sheeps' instead of 'sheep'</i>.</p>	<p>We tell each other stories all the time, it's one of the ways we communicate and share our experiences. The key for making good stories is to have a good structure. Children need to know what important elements are necessary and how to structure them in order to tell a story that makes sense.</p>	<p>Conversations are key for social interaction and also for supporting learning and thinking. These are skills like any others and with practice children will improve and use these skills to develop friendships and support learning.</p>

My Age 7 Communication Targets - Year 2 to end of Year 3

Children at age 7 should be confidently capable of the following:

Understanding Spoken Language	Understanding and Using Vocabulary	Speech Sounds	Sentences	Storytelling and Narrative	Social Interaction
<ul style="list-style-type: none"> I know the key points I need to focus on in order to answer a question or follow an instruction and I am beginning to ignore less important information e.g. <i>"Four buses have nine passengers each but two trains are empty. How many passengers all together?"</i> I am aware of when a message is not clear and I ask for an explanation e.g. <i>"Is the author the one that writes the story and the illustrator does the pictures?"</i> I understand complex 2 or 3 part instructions e.g. <i>"Choose a character from the story we've just read, then talk to your partner about how they feel at the end of the story"</i> 	<ul style="list-style-type: none"> I can compare words - the way they look, sound or mean e.g. <i>"It's weird, bare and bear sound the same, but you spell them different and they mean different things"</i> I can guess the word when provided with clues about its shape, size and function e.g. <i>"It's a wild animal, grey and quite fat with thick skin, it isn't an elephant, it has a long name and starts with 'h'"</i> I can use newly learnt words in a specific and appropriate way e.g. <i>"Do you know what symmetry means? If you draw a line down a shape and it's exactly the same on each side of the line, then it's symmetrical"</i> 	<ul style="list-style-type: none"> My speech is consistently clear and easy to understand I have a good knowledge and understanding of sounds and words, which are important for reading and spelling e.g. <i>Can identify beginning and end sounds in words</i> I can spot more complex rhymes e.g. <i>Happy / snappy</i> I can split up short words into sounds e.g. <i>D-i-nn-er</i> I can count syllables in words e.g. <i>Cat-er-pill-ar: 4 syllables</i> I use my sounds and letter links (fred fingers) to read and spell unfamiliar words 	<ul style="list-style-type: none"> I ask lots of questions to find out specific information including 'how' and 'why' e.g. <i>"How do we know burglars can't get in?"</i> I use an imaginative range of descriptive words in spoken sentences e.g. <i>"Suddenly, he saw a huge hairy creature"</i> I use more complicated grammar and different ways to join phrases to help explain or justify an event e.g. <i>"It was scary because even the man with the dog looked worried, so we decided to get out of there"</i> 	<ul style="list-style-type: none"> I can tell a story with important key parts in place - (set the scene, have a basic story plot and the sequence of events are generally in the right order) I can describe my own experiences in detail and in the right order e.g. <i>about a holiday, weekend activities or visits</i> I am beginning to be aware of what the listener knows already and make checks while telling a story e.g. <i>"You know Mr Jones, he's our caretaker, he always wears a hat, well he wasn't in school today..."</i> I can accurately predict what will happen in a story 	<ul style="list-style-type: none"> I can take turns to talk, listen, and respond in two way conversations and groups I use language that I hear other people using and I am beginning to be aware of current peer language. I'm learning that I need to use different styles of talk with different people. I use the examples below with friends but not teachers e.g. <i>Terms like, 'in your face', 'wicked' or 'yeah right'</i> I exaggerate in a ridiculous way, to make my stories more exciting e.g. <i>"Last year on my summer holidays I made the biggest sandcastle in the world"</i>
<p>Children become much more able to be selective about what they need to listen to and are able to integrate listening with other tasks.</p>	<p>Children are learning new vocabulary all the time - words they need for general learning and topic-specific vocabulary. Understanding how words link by meaning as well as how they sound and look can really help children remember new vocabulary.</p>	<p>There might be occasional errors with some longer words and with words with 2 or 3 consonants together at the beginning or the end of the word e.g. <i>scramble</i>.</p>	<p>Grammar is still developing and becoming more complex. Children make fewer errors, though there are still some.</p>	<p>Stories about their life and experiences are making more sense, have more detail and are more often told in the right order.</p>	<p>Children are now more grown up in their social interactions. They'll now talk about things that aren't directly linked to themselves or that they aren't that interested in. They can usually keep to a topic in a conversation and can be easily prompted to move on if they're taking over or talking too much.</p>

My Age 9 Communication Targets - Year 4 to end of Year 5

Children at age 9 should be confidently capable of the following:

Understanding Spoken Language	Understanding and Using Vocabulary	Speech Sounds	Sentences	Storytelling and Narrative	Social Interaction
<ul style="list-style-type: none"> I listen to information, work out which elements are key and make relevant, related comments e.g. <i>"So, we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister"</i> I identify clearly when I haven't understood and am specific about what additional information I need e.g. <i>"So what do we use to measure liquid again? Is it millimetres or millilitres?"</i> I can infer meanings, reasons and make predictions e.g. <i>"Now, Dragonflies, I'm going to count to 10" [Miss Morrell is getting cross; if we don't stop messing around, someone will end up having to go and see the head teacher]</i> 	<ul style="list-style-type: none"> I use a range of words related to time and measurement e.g. <i>"Next Friday we're going on our school trip. Mrs Bold says we'll be about an hour on the coach - that's not too bad is it Mum?"</i> I use a wide range of verbs to express my thoughts, or about cause and effect e.g. <i>"I think that's a great idea", or "If you hold the bowl still, I'll be able to pour the mixture in"</i> I join in discussions about a visit or activity using topic vocabulary e.g. <i>"Tutankhamen was about the same age as me when he became a pharaoh. He was buried in the Valley of the Kings with loads of treasure. Do you believe in the mummy's curse?"</i> 	<ul style="list-style-type: none"> I have developed a good range of speech sounds by now and am using adult versions of sounds in my words 	<ul style="list-style-type: none"> I can use a whole range of regular and unusual word endings, (making very few mistakes) e.g. <i>fought, fell, brought, geese, fish</i> I can use complex grammar and sentences effectively to communicate in different ways to clarify, summarise, explain choices and plan e.g. <i>"We decided that Jenny would go first because she's the fastest and would get us a good start; me and Jack will go in the middle and Waleed will go at the end because he does loads of sport and is really fit"</i> I can use expression (intonation) linked to grammar to help make sense of information e.g. <i>"Helpful?" she cried, "you must be joking!"</i> 	<ul style="list-style-type: none"> I can put interest into my voice to make storytelling exciting and come to life I add detail or leave information out according to how much is already known by the listener I understand the interests of the listener e.g. <i>"Guess who I saw yesterday..."</i> 	<ul style="list-style-type: none"> I use formal language when appropriate in some familiar situations e.g. <i>showing a visitor around school</i> I keep conversations going with a range of people in different situations, by making relevant comments or by asking questions I use language for a range of different reasons. This is important for building friendships e.g. <i>complimenting or criticising, clarifying and negotiating</i>
<p>Understanding skills are becoming more sophisticated. Children understand inferred meaning as well as information that is explicitly presented.</p>	<p>Vocabulary continues to grow - not only related specifically to topics, but also general vocabulary needed for thinking and learning.</p>	<p>This is an area which should be fully developed now. The next stage is for children to be replicating their speech sounds in their written work.</p>	<p>Children speak clearly, fluently and accurately about past, present and future events. Grammar is complex and can be used for different purposes.</p>	<p>Children tell stories that have a good structure with a distinct plot. They usually include an exciting event with a clear resolution and end point. This is reflected in their writing.</p>	<p>Children understand conversation rules - when to talk and when to listen. They also understand when people may need more or fewer details, depending on the situation.</p>

My Age 11 Communication Targets - Year 6 to end of Year 7

Children at age 11 should be confidently capable of the following:

Understanding of spoken language and verbal reasoning	Vocabulary	Sentence structure and narrative	Social interaction
<ul style="list-style-type: none"> Follow spoken directions which are quite complex. This might include longer sentences with more information, maybe new vocabulary and more complex grammar e.g. <i>"Remember to accurately measure the liquid before you add the crystals"</i> Understand common, simple 'sayings' in context e.g. <i>"Go on Jess, nothing ventured, nothing gained"</i> See someone else's point of view when 'arguing' Understand factual information, but may still find it hard to understand information that needs to be inferred e.g. <i>"So, in Year 6, I imagine you did some work on coasts, coastal erosion and sea defences?" [Meaning - did you do work on this topic?] e.g. "That's obviously a great joke Jason, would you like to share it with the class?" [Meaning - pay attention and listen and I really don't want you to share it]</i> Start to understand sarcasm. Though it needs to have more exaggerated context, tone of voice and facial expression clues to help them fully understand that what's said isn't necessarily what's meant e.g. <i>"That's right year 7, that's just what we want, enough noise so the head can hear from his office"</i> 	<ul style="list-style-type: none"> Pick up new vocabulary needed for learning specific to topic areas and more generally Use more objective and clearer definitions of words, as you might find in a dictionary e.g. <i>definitions such as 'excited' when it's Christmas or their birthday will develop into "excited" means eager or thrilled</i> Understand that words have more than one meaning and can explain this e.g. <i>'lie down' and 'tell a lie', 'sharp knife' and 'sharp thinker'</i> Use more interesting vocabulary when prompted e.g. <i>'immense' instead of 'huge', 'stagger' instead of 'walk'</i> 	<ul style="list-style-type: none"> Talk using sentences of around 7-11+ words, though during conversation and discussion, shorter phrases are usually used Use a range of higher level words for joining sentences in both speech and writing e.g. <i>before, also, then, so</i> Tell interesting, entertaining and original stories with a clear plot and often sub-plots Explain the rules of a game or a sequence of events in a simple but accurate way e.g. <i>Giving directions for how to get somewhere, or giving instructions about how to do a task</i> 	<ul style="list-style-type: none"> Enjoy jokes based on double meanings though they may not always be able to explain them e.g. <i>"What do you get when you cross a snowman with a vampire?" Answer: "Frostbite"</i> Change the style of their language to suit the situation and the listener e.g. <i>"Hey, how you doing?", "Bye mum see you tonight", "Morning Sir"</i> Be aware when someone doesn't understand and try another way to get information across Negotiate with friends and others to resolve conflicts

To support listening

We often take listening for granted, though all young people can benefit from being reminded how to listen. Encourage them to identify good listening skills in themselves and others. When working in groups, get one young person to observe with a focus on how well the group listens to each other.

To support vocabulary

Young people need to learn a lot of new vocabulary in secondary school - it's therefore important to teach and support understanding of new vocabulary. This can make a big difference to how effectively they understand and use new or technical words. You can do this by linking new words to what they know already, ask them what they know about the word, help them fill in gaps of understanding, play around with how the word looks and sounds, match definitions to words and display key vocabulary with clear definitions.

To support understanding

Young people may need time to think before responding to questions and instructions. Give them time without answering for them or finishing their sentences. In a busy classroom, tell them they can have some time to think and come back to them. Try out the 10 second rule - give them 10 seconds to think once you have asked a question...see how many more young people respond and whether their answers are more accurate.

15 January 2015

Additional Sheets/Notes/Jobs: