

Communication and Language	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
<p>Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> • Shift to a different task if my attention is fully obtained –using my name helps me focus. • Listen to rhymes and familiar stories and begin to understand what is happening. • Identify action words by pointing to the right picture (e.g. 'Who's jumping?'). • Understand more complex sentences (e.g. 'Put your toys away and then we'll read a book.'). • Understand 'who', 'what', 'where' in simple questions. • Start to understand simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> • Concentrate for slightly longer periods (3 minutes). • Join in with rhymes and songs by making sounds and by moving my body. • Understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. • Identify my own friends. • Listen to rhymes and familiar stories and remember what happened. 	<ul style="list-style-type: none"> • Concentrate for slightly longer periods (6 minutes). • Respond to two requests. • Understand a question or instruction that has two parts. • Start to respond to simple questions. • Understand between 200 and 500 words. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Focus on adults as they read or sing, responding with sounds and movements. • Enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> • Follow a simple instructions involving two parts. • Listen to stories and can recall the main events sometimes joining in. • Contribute sensible comments to discussions and conversations. • Focus on adults and friends as I speak and play, responding to comments. • Ask and respond to why questions.
<p>Speaking</p>	<ul style="list-style-type: none"> • Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Hold a conversation, jumping from topic to topic. • Learn new words very rapidly and am able to use them in communicating. • Use simple sentences (e.g. 'Mummy go work.'). • Begin to use word endings (e.g. going, cats). • Follow instructions with three key words like: "Can you wash dolly's face?" 	<ul style="list-style-type: none"> • Use everyday words to talk about people I know. • Communicate my thoughts and feelings but I might still have problems with irregular tenses and plurals, such as 'runned' for 'ran'. • Say lots of sounds clearly but I may have problems with: j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 	<ul style="list-style-type: none"> • Express feelings, desires and needs. • Hold a conversation. • Remember and use new words - vocabulary increases rapidly. • Ask questions and I can respond to questions using simple sentences. • Play make-believe games. • Begin to use longer sentences. 	<ul style="list-style-type: none"> • Engage in conversation with adults and peers explaining what has happened/what might happen. • Use plurals and some tenses correctly. • Link simple sentences using because or and. • Use tense, intonation and rhythm to enhance meaning. • Use a varying range of vocabulary in discussions and play. • Use talk to organise myself. • Use plurals and prepositions ('in', 'on', 'under')