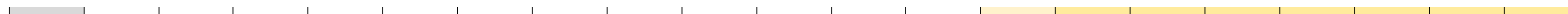


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Pragmatics Role for appropriate – idiosyncrasy The use of grammatical markers, indicating tense, active or passive voice etc and effective communication	Adverts of location emerging (There's, There's)	Mean length of response is 3-4 words	"Was... "were" (yes/no questions) emerging ("Was there?")	Uses pronouns – I, me, you, near (he, she, and it emerging).	Words include descriptive language. Towards their third birthday, can the child use around 100 words? They include words for time (for example, 'soon' and 'later'), space (for example, 'near there') and function (for example, they can tell you a sponge is for washing).	2;5 – 3 years Auxiliary 'is/was + ing (got/is running). Regular past tense verbs appear (walk/walked). Class V 'to possession (Daddy's car). - Link contracted form of 'is' that's running). Begins to use 'he, 'her' and self (emerging future tense). Uses imperatives (Statements: go get it, don't!). Understands 'not' adjective marker (digger). Comprehends third person pronouns (he, she). 2;6;6 months, 2;6;6 weeks, indefinite complement (I want to play) emerging.	Can the child follow instructions with three key words like "Can you wash daddy's face?"	3 – 3;5 years - Beginning to use 'it' at beginning of question. Third person singular (present tense(s) emerging the verb). - Contracted forms of modals (won't, can't!). - Irregular plural forms emerging (child/children).		3;5 – 4 years - Possessive marker 's consistent. Regular third person singular (s) consistent. - Single past tense (V, V') consistent (walk/walked). - Present progressive 'is + ing' consistent. - Contractions used consistently (she's negative not) consistently. Pronouns he, 'she', 'it, 'you', 'we', 'them' consistent. - 'Are', 'have', 'there' used inconsistently. - Reflexive pronoun 'myself' emerging. - More adverbs of time/manner are being used. - Conjunction 'because' emerging (she's got it got it). - 'What was it?' 'What were...?' questions emerging. - 'Was... have (verb/ve questions) emerging ("Was he there?").	Nerves one colour (24 months) and can recognise two to three primary colours (24 months).
Summary	Pupils making noise to communicate.	Expands length of response.	Mimics intonation.	Negative 'not' emerging.	Communicates through single voice sounds.	Communicates through gestures and sounds	Pupils are starting to communicate through words and gestures.	Regular plural forms are consistent (she 's, am, 'not in a sentence.	Pupils are starting to engage in longer dialogues.	Pupils are more confident when using fantasy language in play.	Knows some colours and pronouns.

Speaking for a purpose (content – negative)		Explains something using simple sentences, including ordering, stating what happened and what might happen. Begins to use words to organise and sequence events.	Uses observations in their speech to clarify meaning or give simple detail.	Plans what they will say before starting to converse. Uses words accurately to express and sequence events.	Describes events with some detail. Uses talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	E.G. - Expresses their ideas and feeling 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.
Sentence structure/grammar (linguistic)	Uses sentences that are well formed (however, they may still have some difficulties with grammar. For example, saying "things" instead of "things" or "good" instead of "went").	Starts to link simple sentences. Uses some irregular plural nouns, e.g., "men", "teeth".	Asks questions to check they understand what has been said to them. Begins to use and describe in the present tense when something is happening.	Begins to use and describe in past tense something that has happened.	Articulates their ideas and thoughts in well formed sentences.	E.G. - Expresses their ideas and feeling 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.
Vocabulary (linguistic)	Copies and practices and explores the meaning of new vocabulary taken from topics stories and non-fiction texts.	Uses new vocabulary/phrases in play and communication throughout the day. Explores new vocabulary, sounds and information. Vocabulary starts to include a wider range of simple adjectives.	Uses language to create a story in imaginative play. Begins to use and describe in the present tense when something is happening.	Applies new vocabulary in their play/imaginative play and new contexts. Uses new vocabulary in different contexts.	E.G. - Offers explanations for why things might happen, making use of newly introduced vocabulary from stories, non- fiction, rhythm and poems when appropriate.	
Summary	Begins to show physical confidence of a good speaker, e.g. face the person they are communicating with etc.	Starts to interact with more confidence.	Starts to use more elaborate sentence structure and vocabulary.	Uses more complex vocabulary.	Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.	Early learning goal.



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