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Pragmatics -	Adverbs of location emerging	Mean length of response is	"Was" "were" (yes/no	Uses pronouns - I. me. you.	Words include descriptive	Towards their third birthday.	2% - 3 years:	Can the child follow	3 -3% years:	3% - 4 years:	- Names one colour (54		Speaking for a purpose		Explains something using	Uses observations in their	Plans what they will say	Describes events with some	ELG -
Rule for approprSyntax -	('here', 'there').	3.4 words.	questions) emerging ("Was h	mine (he, she, and it	language.	can the child use around 300	- Auxiliary 'is/am + ing' (girl is	instructions with three key	- Deginning to use 'is' at	- Possessive marker 's'	months) and can recognise		(content - cognitive)		simple sentences, including	speech to darify meaning or	before starting to converse.	detail.	Expresses their ideas and
Morphology			there?").	emerging).		words? They include words	running).	words like: 'Can you wash	beginning of question.	consistent. Regular third	two to three primary colours				ordering, stating what	give simple detail.	Uses words accurately to	Uses talk to help work out	feeling about their
The use of grammatical						for time (for example, 'now'	- Regular past tense verbs	dolly's face?".	- Third person singular	person singular (-s)	(54 months).				happened and what might		organise and sequence	problems and organise	experiences using full
markers indicating tense,						and Tater'), space (for	appear (walk/walked).		present tense(s) emerging (he	consistent.					happen.		events.	thinking and activities explain	in sentences including use of
active or passive voice late						example, 'over there') and	- Uses 's' for possession		runs).	- Simple past tense (t', 'd')								how things work and why	past, present and future
and effective communication						function (for example, they	(Daddy's car).		- Contracted forms of modals	consistent (walk/walked).					Begins to use words to			they might happen.	tenses and making use of
						can tell you a sponge is for	Uses contracted form of 'is		(won't, can't).	 Present progressive 'is + ing 					organise and sequence				conjunctions, with modelling
						washing).	(he's running).		- Irregular plural forms	consistent.					events.				and support from their
							- Begins to use 'do', 'can' and		emerging (child/children).	- Contractions used									teacher.
							'will' (emerging future tense).			consistently Uses negative									
							- Uses imperatives (commands: 'eo est it'.			'not' consistently. Pronouns: 'he', 'she', 'l', 'you', 'me',									
							'don't'l.			'mine', consistent.									
							- Understands 'est' adjective			- 'Are', 'they', 'their' used									
							marker (biggest).			inconsistently.									
							- Comprehends third person			- Reflexive pronoun 'myself'									
							pronouns ('he', 'she').			emerging.									
							- 20% nouns, 25% verbs.			- More adverbs of									
							- Infinitive complement (1			time/manner are being used									
							want to play) emerging.			- Conjunction 'because'									
										emerging, Uses 'got' (I got it).									
										- What was?, What									
										were_?' questions emerging.									
										- 'Was' 'were' (yes/no									
										questions) emerging ("Was h there?").	•								
										Linear J.			Sentence structure/grammar	Uses sentences that are well				Articulates their ideas and	
													(linguistic)	formed. (However, they may still have some difficulties	sentences.	understand what has been said to them.	past tense something that has happened.	thoughts in well-formed sentences.	Expresses their ideas and feeling about their
															Uses some imegular plural	said to them.	nas nappened.	sentences.	experiences using full
															nouns, e.g., "men", "teeth".	Seeins to use and describe in			sentences including use of
														"sheep" or "goed" instead of	industry, men, area.	the present tense when			past, present and future
														"went").		something is happening.			tenses and making use of
																			conjunctions, with modelling
																			and support from their
																			teacher.
													Vocabulary (linguistic)		Uses new vocabulary/phrases		Applies new vocabulary in	ELG -	
															in play and communication	story in imaginative play.	their play/imaginary play and		
														vocabulary taken from topics	throughout the day.		new contexts.	things might happen, making	
														stories and non-fiction texts.		Explores new vocabulary, sounds and intenstion.		use of recently introduced yocabulary from stories, non-	
																sounds and intonation.		fiction, rhymes and poems	1
																Vocabulary starts to include a		fiction, rhymes and poems when appropriate.	
		1	1	l			1						l		1	wider range of simple		житен арукчун асе.	1
		1	1	l			1						l		1	arliertions			1
Summary	Enjoys making noise to	Expands length of response.	Mimicks intonation.	Negative 'not' emerging.	Communicates through	Communicates through	Pupils are starting to	Regular plural forms are	Pupils are starting to engage in longer dialogues.	Pupils are more confident	Knows some colours and	1	Summary	Begins to show physical		Starts to use more	Uses more complex	Segins to articulate their own	n Early learning goal.
	communicate.				simple voice sounds.	gestures and sounds	communicate through words	consistent. Uses 'is', 'are, 'arr		when using fantasy language	prepositions.			attributes of a good speaker,	confidence.	appropriateness structure	vocabulary.	thoughts and ideas. Uses talk	4
							and gestures.	in a sentence.		in play.				e.g. face the person they are	4	and vocabulary.		for a range of purposes.	4
												4		communicating with etc.	4			1	4
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