**Communication, Language and Literacy**

**Requirements**

Practitioners must support children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write. They must also work to give them the confidence, opportunity, encouragement, support and disposition to use their skills in a range of situations and for a range of purposes.

**What Communication, Language and Literacy means for children**

The development and use of communication and language are at the heart of young children's learning. Learning to listen and speak emerge out of non-verbal communication, which includes body language such as facial expression, eye contact, bending the head to listen, hand gesture, and taking turns. These skills develop as babies and young children express their needs and feelings, interact with others and establish their own identities and personalities.

The ability to communicate gives children the capacity to participate more fully in their society. To become skilful communicators, babies and young children need to be together with people who have meaning for them, members of their family, carers and, in a group setting, a key person in warm and loving relationships. This being together with others leads to the wider development of social relations, which include friendship, empathy and sharing emotions.

Parents most easily understand their very young children's communications and can often interpret for others. Babies respond differently to some sounds than others and from an early age are able to distinguish sound patterns. They use their voices to make contact and to let people know what they need and how they feel. Music and dance also play a key role in language development for young children. Rhymes and songs are particularly important and enjoyable for babies. At first, all learning arises from physical action and the gathering of experience through the senses. Therefore, children learn best when activities engage many senses. Initially their attempts to communicate will be non-verbal. As language develops and young children learn about conversation, thought becomes less dependent on action, although non-verbal messages remain an important form of communication throughout life.

As children develop speaking and listening skills, they build the foundations for reading and writing. They need lots of opportunities to interact with others as they develop these skills, and to use a wide range of resources for making early progress in reading, mark making and writing.

**How settings can effectively implement this Area of Learning and Development**

To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other;
- giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books;
- giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening;
- planning an environment that reflects the importance of language through signs, notices and books;
- providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script;
- providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language when appropriate;
■ providing time and opportunities for children to develop their phonological awareness through small group and individual teaching, when appropriate;

■ planning opportunities for all children to become aware of languages and writing systems other than English, and communication systems such as signing and Braille;

■ early identification of and response to any particular difficulties in children’s language development;

■ close teamwork between bilingual workers, speech therapists and practitioners, where appropriate;

■ opportunities for children who use alternative communication systems to develop ways of recording and accessing texts to develop their skills in these methods.
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<tr>
<td>Communicate in a variety of ways, including crying, gurgling, babbling and squealing.</td>
<td>The gestures and sounds young babies make when you respond to them.</td>
<td>Being physically close, making eye contact, using touch or voice provide ideal opportunities for early ‘conversations’ between adults and babies, and one baby and another. Find out from parents how they like to communicate with their baby.</td>
<td>Display photographs showing the signs that tell you how young babies communicate.</td>
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<tr>
<td>Create personal words as they begin to develop language.</td>
<td>The signs or words babies use to communicate what they want, like or dislike.</td>
<td>Try to ‘tune into’ the different messages young babies are attempting to convey. Share interpretations with parents and staff.</td>
<td>Communicate with parents to exchange and update information about babies’ personal words.</td>
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<tr>
<td>Use single-word and two-word utterances to convey simple and more complex messages.</td>
<td>The meanings young children generate in their language through the creative ways in which they use words.</td>
<td>Recognise young children’s competence and appreciate their efforts when they show their understanding of new words and phrases. Model correct use of key words by using them in response to what children say, rather than by correcting them.</td>
<td>Allow time to follow young children’s lead and have fun together whilst talking about actions such as going up, down or jumping.</td>
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### Development matters
- Learn new words very rapidly and are able to use them in communicating about matters which interest them.
- Use simple statements and questions often linked to gestures.
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Use intonation, rhythm and phrasing to make their meaning clear to others.
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- Use vocabulary focused on objects and people who are of particular importance to them.
- Begin to experiment with language describing possession.
- Build up vocabulary that reflects the breadth of their experiences.
- Learn how children begin to use words to question and negotiate.
- Explore and talk about things which interest young children indoors and outdoors, and listen and respond to their questions.
- How children begin to use words to question and negotiate.
- The gestures and body language children use, for example: As he heard a door open, Stevie looked at the practitioner, pointed and said, "Mummy's back?", making clear by the way he said the words that he was not sure.
- Children's responses to stories and non-fiction.
- Children acting out stories and rhymes.
- Children recalling their own experiences and sharing them with others, for example: Lauren said "My dad and I went to the dentist yesterday. My dad had to sit in the chair and open his mouth, then me."
- How children take account of what others say during one-to-one conversations.
- Children's understanding of instructions and the questions they ask.
- The range and variety of words that children use.
- Talk with children to make links between their gestures and words, for example: "Your face does look cross. Has something upset you?"
- Support children in using a variety of communication strategies, including signing, where appropriate.
- Listen to children and take account of what they say in your responses to them.
- Share rhymes and stories from many cultures.
- Set up a listening area where children can enjoy rhymes and stories.
- Give children clear directions and help them to deal with those involving more than one action, for example, "Put the cars away, please, then come and wash your hands."
- Provide practical experiences that encourage children to ask and respond to questions, for example, explaining pulleys or wet and dry sand.
- Introduce new words in the context of play and activities.
- Display pictures and photographs showing familiar events, objects or activities. Talk about them with the children.
- Refer to Playing with Sounds Step 1 for examples of activities which help children to learn to distinguish differences in sounds, word patterns and rhythms.
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- Encourage children to express their needs and feelings in words.
- Provide opportunities for children whose home language is other than English, to use that language.
- Find out from parents how children make themselves understood at home.
- Choose stories with repeated refrains, dances and action songs with looking and pointing, and songs that require replies and turn-taking, such as 'Tommy Thumb'.
- Introduce rhyme time bags to take home and involve parents in rhymes and singing games.
- Introduce story props, such as pictures, puppets and objects, to encourage children to re-tell stories and to think about how the characters feel.
- Help children to build their vocabulary by extending the range of their experiences.
- Ensure that all practitioners use correct grammar.
### Communication, Language and Literacy

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| ■ Begin to use more complex sentences.  
■ Use a widening range of words to express or elaborate on ideas. | ■ How children are beginning to develop and expand on what they say. For example, Nina went to fetch Andrew, saying “Come in, it's time for dinner. You'll get hungry if you stay out there.” | ■ Show interest in the words children use to communicate and describe their experiences.  
■ Help children expand on what they say, introducing and reinforcing the use of more complex sentences. | ■ Give time for children to initiate discussions from shared experiences and have conversations with each other.  
■ Give thinking time for children to decide what they want to say and how they will say it.  
■ Set up collaborative tasks, for example, constructions, food activities, story-making through role-play. Help children to talk and plan together about how they will begin, what parts each will play and what materials they will need.  
■ Provide opportunities for talking for a wide range of purposes, for example, to present ideas to others as descriptions, explanations, instructions or justifications and to discuss and plan individual or shared activities. |
| ■ Have confidence to speak to others about wants and interests.  
■ Talk alongside others, rather than with them.  
■ Use talk to gain attention and use action rather than talk to demonstrate or explain to others.  
■ Initiate conversation, attend to and take account of what others say.  
■ Extend vocabulary, especially by grouping and naming.  
■ Use vocabulary and forms of speech that are increasingly influenced by experience of books.  
■ Link statements and stick to a main theme or intention.  
■ Consistently develop a simple story, explanation or line of questioning.  
■ Use language for an increasing range of purposes.  
■ Use simple grammatical structures. | ■ How readily children engage in conversation.  
■ Children's awareness of conventions, such as taking turns to talk.  
■ How children link statements to develop stories and explanations.  
■ The purposes for which children use talk, for example, to gain attention, to resolve disagreements. | ■ Encourage conversation with others and demonstrate appropriate conventions – taking turns, waiting until someone else has finished, listening to others and using expressions such as “please”, “thank you” and “can I…?” At the same time, respond sensitively to social conventions used at home.  
■ Show children how to use language for negotiating, by saying “May I...?” “Would it be alright...?” “I think that...” and “Will you...?” in your interactions with them.  
■ Model language appropriate for different audiences, for example, a close friend and a visitor. | --- |

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EYFS consultation
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<td><strong>Interact with others, negotiating plans and activities and taking turns in conversation.</strong></td>
<td>- How children concentrate on what others say and their responses to what they have heard.</td>
<td>- Encourage children to predict possible endings to stories and events.</td>
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<tr>
<td><strong>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.</strong></td>
<td>- Which children know rhymes and songs off by heart.</td>
<td>- Encourage children to experiment with words, for example, in nonsense rhymes.</td>
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<td><strong>Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.</strong></td>
<td>- Which children make up their own rhymes or alternative versions of favourites using their phonics knowledge.</td>
<td>- Play games where children read simple CVC words and use their phonics knowledge.</td>
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<td><strong>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems.</strong></td>
<td>- Children's growing vocabulary.</td>
<td>- Encourage children to sort, group and sequence in their play, for example, first, last, next, before, after, all, most, some, each and every.</td>
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<td><strong>Extend their vocabulary, exploring the meanings and sounds of new words.</strong></td>
<td>- Times children clearly and confidenty speak and show awareness of the listener.</td>
<td>- Encourage language play, for example, through stories that require intonation.</td>
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**Planning and resourcing**

- Foster children's enjoyment of spoken and written language by providing interesting and stimulating play opportunities.
- Provide word banks and writing resources both inside and outdoors.
- Resource role-play areas with listening and writing equipment and easy access to word banks.
- Encourage language play, for example, through stories that require intonation.
- Value children's contributions and use them to inform and shape the direction of discussions.

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### Development matters
- Convey messages about what they want and need as well as how they feel.
- Understand and respond to the different things said to them when in a familiar context with a special person.
- Are able to respond to simple requests and grasp meaning from context.
- Use action, sometimes with limited talk, that is largely concerned with the 'here and now'.
- Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Talk activities through, reflecting on and modifying what they are doing.
- Use talk to give new meanings to objects and actions, treating them as symbols for other things.
- Use talk to connect ideas, explain what is happening and anticipate what might happen next.
- Use talk, actions and objects to recall and relive past experiences.

### Look, listen and note
- How young babies communicate their needs, show their feelings and influence adult behaviour.
- The ways in which babies show you they have understood.
- The ways in which young children respond to adults and other children and the circumstances in which this takes place.
- Situations where children use actions and some talk to support and think about what they are doing.
- How children show what they understand, from what they do and say, for example, actions, questions, new words and the rhythms and intonations they use.
- How children use talk to think through and revise what they are doing. For example, following a farm visit, Fiona talks as she rearranges toy farm animals, “Put baby sheep here...oh no...no mummy...that sheep has lost its mum, has to have a bottle.”
- How children use talk to connect ideas and explain things.
- How children use talk to think through and revise what they are doing. For example, following a farm visit, Fiona talks as she rearranges toy farm animals, “Put baby sheep here...oh no...no mummy...that sheep has lost its mum, has to have a bottle.”
- How children use talk to connect ideas and explain things.

### Effective practice
- Interpret, give meaning to and echo young babies as they make a variety of sounds.
- Talk to babies about what you are doing, so they will link words with actions, for example, preparing lunch.
- Be aware that young children’s understanding is much greater than their ability to express their thoughts and ideas.
- Use talk to describe what children are doing by providing a running commentary, “Oh, I can see what you are doing, you have to put the milk in the cup first.”
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- Use talk to connect ideas and explain things.
- Prompt children’s thinking and discussion through involvement in their play, for example, “Do you think they can all get in the car?”
- Talk to children about what they have been doing so that you can help them to reflect upon and explain events. For example, saying “You told me this model was going to be a tractor, what’s this lever for?”

### Planning and resourcing
- Plan time to listen to young babies’ first attempts to use language.
- Provide resources that stimulate vocalisation, such as a shiny bell.
- Create an environment which invites responses from babies and adults, for example, touching, smiling, smelling, feeling, listening, exploring, describing, and sharing.
- Plan play activities and provide resources which encourage young children to engage in symbolic play, for example, putting a ‘baby’ to bed and talking to it appropriately.
- Include things which excite young children’s curiosity, such as hats, bubbles, shells, seeds and snails.
- Provide activities, such as cooking, where talk is used to anticipate or initiate what children will be doing, for example, “We need some eggs. Let’s see if we can find some in here.”
- Set up shared experiences that children can reflect upon, for example, visits, cooking, or stories that can be re-enacted.
- Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.
### Early Learning Goals

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<td>Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to sequence and how events lead into one another.</td>
<td>How children use talk to reflect upon, clarify, sequence and think about present and past experiences, ideas and feelings.</td>
<td>Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages.</td>
<td>Set up displays that remind children of what they have experienced, using objects, artefacts, photographs, books.</td>
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<td>Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.</td>
<td>How children link one thing to another to explain and anticipate things. For example, “We won’t play out today because it’s too windy…you might get blown away. Last time some branches got blown off.”</td>
<td>Use stories to focus children’s attention on predictions and explanations, for example, “What will she have to do now?” “Why did the boat tip over?” and general patterns, for example what generally happens to ‘good’ and ‘wicked’ characters at the end of stories.</td>
<td>Provide for, initiate and join in imaginative and role-play, encouraging children to talk about what is happening and to act out the scenarios in character.</td>
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<td>Begin to use talk to pretend imaginary situations.</td>
<td>Ways in which children use language in their pretend and imaginary play.</td>
<td>Help children to, for example, identify patterns, “He always sleeps in the day”; draw conclusions, “The sky has gone dark, it must be going to rain”; explain effect, “It sank because it was too heavy”; predict, “It might not grow in there if it is too dark”; and speculate, “What if the bridge falls down?”</td>
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<tr>
<td>Use language to imagine and recreate roles and experiences.</td>
<td>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</td>
<td>Take an interest in what and how children think and not just what they know.</td>
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## Communication, Language and Literacy

### Linking Sounds and Letters

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<td>Listen to, distinguish and respond to intonations and the sounds of voices.</td>
<td>The sounds and signs babies make.</td>
<td>Encourage playfulness, turn-taking and responses, including peek-a-boo and rhymes.</td>
<td>Plan times when you can sing with young babies, encouraging them to join in explorations of their fingers and toes.</td>
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<tr>
<td>Enjoy babbling and increasingly experiment with using sounds and words to represent objects around them.</td>
<td>The wide variety of sounds and words a baby produces.</td>
<td>Share the fun of discovery and value babies’ ‘words’, for example by bringing the doll in response to ‘baba’.</td>
<td>Find out from parents the words that children use for things which are important to them, such as ‘dodie’ for dummy.</td>
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<tr>
<td>Listen to and enjoy rhythmic patterns in stories and rhymes.</td>
<td>Young children’s reactions to music, story and rhymes.</td>
<td>Encourage young children to explore and imitate sound. Talk about the different sounds they hear, such as a tractor going ‘chug, chug’.</td>
<td>Collect resources, such as tapes and objects, that children can listen to and learn to distinguish between, for example, different songs of birds or noises in the street, and games that involve guessing which object makes a particular sound when hit.</td>
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<tr>
<td>Distinguish one sound from another. Show interest in play with sounds, songs, and rhymes. Repeat words or phrases in familiar stories.</td>
<td>The words, phrases and sounds children like to say or sing. The languages they understand and use. Note – features of adult/child interaction are culturally determined, and conventions for interaction vary, both within and across speech communities.</td>
<td>Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes. Use rhymes from a variety of cultures and ask parents to share their favourites. Be aware of the needs of children learning English as an additional language.</td>
<td>Use puppets and other props to encourage listening and responding when singing a familiar song.</td>
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</table>
### Development matters
- Enjoy rhyming and rhythmic activities.
- Show awareness of rhyme and alliteration.
- Recognise rhythm in spoken words.

### Look, listen and note
- The rhymes and rhythms that children enjoy, recite and create in words and music. For example: Marco taps the rhythm of his name with two taps and Benjamin with three taps.
- Children's knowledge of initial sounds at the beginning, short vowel sounds within words and endings of words. For example, Ranjit notices the letters in his name whenever he sees them, such as ‘j’ at the beginning of jam.
- How children link sounds to letters and begin to use this knowledge to write words, for example, Leanne has written a request to her Dad, “Pz cn Ihv a d” (Please can I have a drink).
- Mark's writing shows he can identify middle vowels, although he doesn't always use the correct letter – “I got up and lut ad the bed” (I got up and look under the bed).
- Which children are confident in using segmenting and blending skills and phoneme-grapheme knowledge to read and spell regular CVC words.
- The ways in which children use their phonics knowledge and the number of phonemes and graphemes children know and recognise in a variety of contexts.

### Effective practice
- When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, for example ‘Hickory Dickory boot, the mouse ran down the....’
- Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. Incorporate these in games.
- Demonstrate writing so that children can see spelling in action. Encourage them to apply their own knowledge of sounds to what they write.
- Use a large phoneme frame with groups of children and give them small magnetic ones of their own, so that they become more confident to use their phonics knowledge in spelling.

### Planning and resourcing
- When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, for example ‘mmmmummy’, ‘shshshadow’, ‘K-K-K-K-K-Katy’.
- Ensure that role-play areas encourage writing of signs with a real purpose, e.g. pet shop.
- Plan fun and games that help children create rhyming strings of real and imaginary words, for example, Maddie, daddy, baddie, laddie.
- Plan a range of activities to teach phoneme-grapheme correspondences in 6 groups: sm ct g p a r l d b f hi w y j i ke ll ss fl z sh ch th wh ck ng qu x.
- Plan games that encourage children to listen for the sound at the beginning of words, the next sound and the end.
- As children grow in confidence and increase their phonics skills, teach them to blend letters to read CVC, CVCC and CCVC words and recognise consonant digraphs, e.g. sh, ch, th and long vowel phonemes, e.g. oo, ee.
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<td>■ Listen to familiar sounds, words, or finger plays.</td>
<td>■ Responses that tell you a young baby is listening.</td>
<td>■ Use finger play, rhymes and familiar songs from home to support young babies’ enjoyment.</td>
<td>■ Collect a range of board books, cloth books and stories to share with young babies.</td>
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<tr>
<td>■ Respond to words and interactive games, like ‘clap hands’.</td>
<td>■ How babies’ responses develop as they learn to anticipate and join in with finger and word play.</td>
<td>■ Tell, as well as read, stories, looking at and interacting with young babies.</td>
<td>■ Discover from parents the imitative games that their babies enjoy, and use them as the basis for your play.</td>
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<tr>
<td>■ Show interest in familiar stories, songs and rhymes.</td>
<td>■ Children’s responses to picture books and stories.</td>
<td>■ Use different voices to tell stories and get young children to join in wherever possible, sometimes using puppets, soft toys or real objects as ‘props’.</td>
<td>■ Provide tapes of rhymes and stories, sounds and nursery rhymes, spoken words.</td>
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<td>■ Have some favourite stories, rhymes, songs, poems or jingles.</td>
<td>■ Children’s favourite stories, rhymes, songs, poems or jingles.</td>
<td>■ Find opportunities to tell and read stories to children, using props and actions.</td>
<td>■ Provide stories, pictures and puppets, which allow children to experience and talk about how characters feel.</td>
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| ■ Listen to and join in with stories and poems, one-to-one and also in small groups.  
■ Begin to be aware of the way stories are structured.  
■ Suggest how the story might end. | ■ The stories and poems children choose and know how to follow. For example, Brent knows the story of ‘The Little Red Hen’ off by heart and recites it using many words and phrases in the book and giving different voices to each animal. | ■ Encourage children to use the stories they hear in their play.  
■ Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experience. | ■ Create an attractive book area where children and adults can enjoy books together.  
■ Provide some simple poetry, song, fiction and non-fiction, and annotated photograph books with the children in them that children can begin to decode by themselves. |
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<td>■ Show interest in illustrations and print in books and print in the environment.</td>
<td>■ Children’s familiarity with the way books work. For example, Neil sits with a book on his lap, turning the pages and telling the story using the pictures and using phrases such as ‘Once upon a time’.</td>
<td>■ Focus on meaningful print, such as a child's name, favourite cereal or book, in order to discuss similarities and differences between symbols.</td>
<td>■ Create an environment rich in print where children can learn about words, for example, using names and labels.</td>
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<td>■ Handle books carefully.</td>
<td>■ Children’s references to and understanding of how print works. For example, Lee opens his birthday present, a kite, and asks what the assembly instructions mean.</td>
<td>■ Help children to understand what a word is by doing such things as using names and labels and by pointing out words in the environment and in books.</td>
<td>■ Introduce children to books and other materials that provide information or instruction. Carry out activities using instructions, such as reading a recipe to make a cake.</td>
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<td>■ Know information can be relayed in the form of print.</td>
<td>■ Jamal points to the word ‘BANG’, which is in large print on the page of a book, and asks ‘What does that say?’</td>
<td>■ Read stories that children already know, pausing at intervals to encourage them to ‘read’ the next word.</td>
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<td>■ Hold books the correct way up and turn pages.</td>
<td>■ Early learning goals</td>
<td>■ Children’s understanding of the elements of stories, for example, Mehmet refers to the ‘beginning’ and ‘end’ of a story. He says “I don’t like that ending, I think he should’ve run away and been happy ever after”.</td>
<td>■ Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information communication technology (ICT).</td>
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<td>■ Understand the concept of a word.</td>
<td>■ Enjoy an increasing range of books.</td>
<td>■ How children use non-fiction books.</td>
<td>■ Provide story boards and props which encourage children to talk about the sequence of events and characters in a story.</td>
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<td>■ Know that information can be retrieved from books and computers.</td>
<td>■ How children return to favourite books, songs and rhymes to be re-read and enjoyed.</td>
<td>■ Provide story sacks and boxes for use in the setting and at home.</td>
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<td>■ Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction books to answer questions about where, who, why and how.</td>
<td>■ Children’s understanding about how information is kept in different places and can be retrieved.</td>
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<td>■ Children’s understanding of the elements of stories, for example,</td>
<td>■ Provide story sacks and boxes for use in the setting and at home.</td>
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<td>Mehmet refers to the ‘beginning’ and ‘end’ of a story. He says “I don’t like that ending, I think he should’ve run away and been happy ever after”.</td>
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<td>How children use non-fiction books.</td>
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<td>How children return to favourite books, songs and rhymes to be re-read and enjoyed.</td>
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### Effective practice

- Focus on meaningful print, such as a child's name, favourite cereal or book, in order to discuss similarities and differences between symbols.
- Help children to understand what a word is by doing such things as using names and labels and by pointing out words in the environment and in books.
- Read stories that children already know, pausing at intervals to encourage them to 'read' the next word.
- Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information communication technology (ICT).
- Provide story boards and props which encourage children to talk about the sequence of events and characters in a story.
- Provide story sacks and boxes for use in the setting and at home.
### Development matters
- Begin to recognise some familiar words.
- Use their phonic knowledge to read simple regular words and make phonetically plausible attempts at longer or more complex words.
- Blend letters to read CVC words and recognise common digraphs.
- Explore and experiment with sounds, words and texts.
- Read a range of familiar and common words and simple sentences independently.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.

### Look, listen and note
- The phonic skills children use in decoding text.
- The strategies that children use to read.
- The words that children recognise, such as their name and signs like ‘open’.
- The confidence with which children use their developing phonic knowledge.

### Effective practice
- Demonstrate the reading strategy of using phonics first while children can see the text, for example, using big books.
- Encourage children to recall words they see frequently, such as ‘welcome’, own and friends’ names, ‘open’ and ‘bus stop’.
- Play word bingo to develop children’s grapheme correspondence, so that they can rapidly decode words.

### Planning and resourcing
- Ensure that children use phonic knowledge to read simple regular words, for example read CVC, CCVC and CVCC words and recognise common consonant digraphs, such as sh, ch, th and long vowel phonemes, e.g. oo, ee.
- Provide varied texts and encourage children to use their phonic knowledge first when reading.
- Provide some simple texts which children can decode in order to give them confidence and to practise their developing skills.
- Provide picture books, books with flaps/hidden words, books with accompanying cassettes and story sacks.
### Development matters
- Move arms and legs and increasingly use them to reach for, grasp and manipulate things.
- Begin to make marks.
- Examine the marks they and others make.
- Distinguish between the different marks they make.
- Sometimes give meaning to marks as they draw and paint.
- Ascribe meanings to marks that they see in different places.

### Look, listen and note
- The random marks young babies make in food or water.
- Babies’ interest in marks, for example, the marks they make when they rub a rusk round the tray of a feeding chair.
- Marks young children make when given a crayon, a brush or other tools.
- The marks that children make and what they ‘tell’ you about what they mean.
- The marks children make and the meanings that they give to them, such as when Chloe covers the whole paper and says, “I’m writing.”

### Effective practice
- Talk about the random marks young babies make, showing them that you value what they do.
- Talk to babies about the patterns and marks they make.
- Discuss with young children what marks represent.
- Draw attention to marks, signs and symbols in the environment and talk about what they represent.
- Make books with children of activities they have been doing, using photographs of the children as illustrations.
- Write poems and short stories with children.
- Encourage the children to use their phonic knowledge when writing CVC words.

### Planning and resourcing
- Provide gloop (cornflour and water) in small trays so babies can enjoy making marks in it.
- Stimulate babies to make marks in various situations, for example, ‘painting’ on the shed door, or chalking on a flag.
- Give young children who are keen to represent the same experience repeatedly, a range of mark-making materials.
- Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, for example, Arabic script on a shopping bag.
- Provide activities during which children will experiment with writing, for example leaving a message.
- Include opportunities for writing during role-play and other activities.
### Communication, Language and Literacy

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<td>Begin to break the flow of speech into words.</td>
<td>How children use writing to note things or to communicate, for example, Marcus writes “Marcus, tz (Faraz) and tm (Tommy)” on a drawing of himself and his two friends playing together.</td>
<td>Act as a scribe for children. After they say the sentence, repeat the first part of the sentence, say each word as you write and include some punctuation.</td>
<td>Provide materials and opportunities for children to initiate the use of writing in their play, as well as creating purposes for independent and group writing.</td>
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<td>Use writing as a means of recording and communicating.</td>
<td>Instances of writing for different purposes such as when Rosie experiments with labelling the contents on the outside of a bag.</td>
<td>Encourage children to use their ability to hear the sounds at the beginnings of words and then at various points in words in their writing.</td>
<td>Plan occasions where you can involve children in organising writing, for example, putting recipe instructions in the right order.</td>
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<td>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</td>
<td>How children are making use of phonic knowledge as they attempt to write words and simple sentences, for example, David writes “I went to see fyuwercs and hat to pc in the pub” (I went to see fireworks and had to park in the pub).</td>
<td>Play games that encourage children to link sounds and letters.</td>
<td>Provide word banks and other resources for segmenting and blending to support children to use their phonic knowledge.</td>
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<td>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</td>
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<td>Encourage children to re-read their writing as they write.</td>
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<td>Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.</td>
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### Communication, Language and Literacy

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<td>Play with own fingers and toes and focus on objects around them.</td>
<td>How young babies fix on objects or on their own feet or fists.</td>
<td>Place young babies where they can focus on, grasp toys and wriggle and roll freely.</td>
<td>Provide variety in the toys that encourage young babies to reach and grasp, for example, a baby gym.</td>
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<td>Begin to bring together hand and eye movements to fix on and make contact with objects.</td>
<td>The movements and sounds babies make as they explore materials such as musical instruments, paint, dough, glue and the space around them.</td>
<td>Describe the movements young babies make as they move round and round, or ride a push-along toy in a straight line.</td>
<td>Plan a range of activities that encourage large and fine motor skills, such as throwing and kicking balls, riding trundle toys, feeding the guinea pigs.</td>
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<td>Make random marks with their fingers and some tools.</td>
<td>The different ways young children make marks, for example, patterns in dough or clay.</td>
<td>Help young children to develop their manipulative skills by engaging them in activities such as tearing (paper), scribbling, rolling and printing.</td>
<td>Provide resources for finger painting and play with soapy water, which can interest young children who are unable to hold a brush or felt pen in making marks.</td>
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<td>Begin to show some control in their use of tools and equipment.</td>
<td>Ways in which children begin to develop fine motor skills, for example, the way they use their fingers when trying to do up buttons on a coat, pull up a zip, pour a drink, and use a watering can.</td>
<td>Encourage children to handle and manipulate a variety of media and implements, for example, clay, finger paint, spoons, brushes, shells.</td>
<td>Vary the range of tools and equipment located with familiar activities, for example, put small scoops, rakes or sticks with the sand.</td>
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</table>
| Use one-handed tools and equipment.  
  * Draw lines and circles using gross motor movements.  
  * Manipulate objects with increasing control. | The way children control equipment and materials. | Provide activities that give children the opportunity and motivation to practise manipulative skills, for example, cooking and playing instruments. | Provide opportunities for large shoulder movements, for example swirling ribbons in the air, batting balls suspended on rope, and painting. |
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| ■ Begin to use anticlockwise movement and retrace vertical lines.  
  ■ Begin to form recognisable letters.  
  ■ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | ■ Dexterity in using a range of tools in their play and writing.  
  ■ Formation of recognisable letters. | ■ Teach children to form letters correctly, for example, when they label their paintings.  
  ■ Encourage children to practise letter shapes as they paint, draw and record, and as they write, for example, their names, the names of their friends and family or captions.  
  ■ Continue writing practice in imaginative contexts, joining some letters, if appropriate, for example ‘at’, ‘it’, ‘on’. | ■ Provide a variety of writing tools and paper, indoors and outdoors.  
  ■ Give children practice in forming letters correctly, for example, labelling their work, making cards, writing notices.  
  ■ Provide opportunities to write meaningfully, for example, by placing notepads by phones or having appointment cards in the doctor’s surgery. |

**Early learning goal**