

Social Interaction

- Socialises with peers.
- Likes to be involved with organising games and cooperating with other children.
- Takes turns to talk, listen, and respond in two way conversations and groups.
- Uses language they hear other people using and begin to be aware of current peer language.
- Learns that they need to use different styles of talk with different people. They will use different words when they are talking to friends than when they are talking to a teacher (e.g. 'in your face', 'wicked' or 'yeah right').
- Over exaggerates stories to make them sound more exciting.

HOW CAN I HELP?:

- Giving children the opportunity to take turns and negotiate within groups with adult support and scaffolding.
- Explicitly state the rules of social interaction in different situations.

WHAT NEXT?:

- Giving children opportunities to interact with their peers without adult support.
- Opportunities to experience interactions with a wider range of people (e.g. school visitors, school council).

Talking/Expressive Language

- Uses language for different purposes e.g. asking questions, persuading, discuss feelings, and give opinions. Uses their language skills in learning to read, write and spell.
- Begins to tell simple jokes.
- Adapts communication: repairs when they've said something wrong, and adapts the way they speak to different people.
- Joins in with small group discussions.
- Shares and discusses more complex ideas.
- Listens to and accurately re-tell a simple and familiar story.
- Learns, remembers and uses new words learnt (by 7 years old).

HOW CAN I HELP?:

Explain meaning of new words and talk about words that they are similar and opposite to, words that they rhyme with, or words that start with the same letter, show pictures and use facial expressions where appropriate.

WHAT NEXT?:

Reading lots of different texts with children will support their vocabulary and learning of more sophisticated sentence structures.

Listening and Understanding

- Listens and carries on with a task at the same time.
- Focuses on one thing for longer without being reminded.
- Understands feelings and descriptive words to describe time, shape, texture, size.
- Understands 'how' and 'why' questions.
- Knows that different words can mean the same thing e.g. 'minus' and 'take away'.

HOW CAN I HELP?:

- Break long instructions down into smaller chunks.
- Help children to understand by explaining non-literal language (e.g. 'get your skates on').
- Use visual supports to support understanding (e.g. visual timetables).

WHAT NEXT?:

Give opportunities for children to hear sophisticated sentence structure and vocabulary in every day situations

Speech Sounds

- Most sounds are used accurately. Still developing 'r' and 'th' these are usually used by 6 years old.
- Most cluster sounds are now accurate may still be learning 'r' clusters (e.g. br, gr, str, shr).
- Shows good knowledge and understanding of sounds and words, which are important for reading and spelling. (e.g. can identify beginning and end sounds in words).
- Spots more complex rhymes (e.g. happy/snappy).
- Splits up short words into sounds (e.g. D-i-nn-er).
- Counts syllables in words, E.g. Ca-ter-pill-ar: 4 syllables.
- Uses sound and letter links to read and spell unfamiliar words.

HOW CAN I HELP?:

- Model and repeat back words correctly, emphasising the sound.
- If a child says something incorrectly repeat it back to them the correct way.
- Don't ask them to say it again, they would say it right if they could.
- If a child is having difficulties with producing speech sounds consider a referral to specialist speech and language therapy services.

