

Social Interaction

- Begins to empathise - is more aware of how others feel and behave.
- Listens to others and respects their views.
- Is aware of peer pressure and is influenced by it.
- Makes and maintains friendships, and is aware of the needs of others.
- Uses formal language when appropriate in some familiar situations (e.g. showing a visitor around school).
- Keeps conversations going with a range of people in different situations by making relevant comments or by asking questions.
- Uses language for a range of different reasons, this is important for building friendships (e.g. complementing, criticising, clarifying and negotiating).

HOW CAN I HELP?

- Adults take the role of supporting children to repair interactions and conversations by helping children to understand what has happened.
- Negotiate an agreement explaining other options and possible outcomes.
- Adults can explicitly explain the rules of conversations (e.g. we talk differently to visitors to the school than our friends).

WHAT NEXT?:

- Giving children opportunities to interact with their peers
- without adult support, encourage group problem solving
- when breakdowns occur.
- 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-tells 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 more sophisticated sentence structures.

Listening and Understanding

- Begins to understand hidden meanings, and appreciates that people don't always mean what they say.
- Understands abstract verbs e.g. 'promise'.
- Learns new vocabulary easily - often learning around 10 words per day.
- Understands increasingly complex and topic specific vocabulary and concepts.
- Learns and remembers new words quickly and efficiently.
- Is willing to listen to others and respect other people's views.
- Understands that words can have more than one meaning (e.g. lie down, tell a lie).

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?:

- Provide opportunities for children to offer their own opinions, and discuss how opinions may differ.
- Help them to be more aware of their audience when communicating with others (e.g. talking differently to their teacher than they would their friends).
- Regularly enable discussions on topics that require children to form their own opinions.

Speech Sounds

- Can be understood in conversations.
- Develops use of 'th' although may continue to use 'f' for 'th' if appropriate to accent.
- Can be understood in conversation by all.
- Can use intonation to express different meanings e.g. pitch might go up when asking questions.

HOW CAN I HELP?:

If a child is having difficulties with producing speech sounds consider a referral to specialist speech and language therapy services.

