




EYFS Development Matters and Look, Listen and Note statements for Communication, Language and Literacy 22-60+ months

	Language for Communication		Language for Thinking		Linking Sounds to Letters	
	Development Matters	Look, Listen & Note	Development Matters	Look, Listen & Note	Development Matters	Look, Listen & Note
 <p>22-36 months</p>	<ul style="list-style-type: none"> - Learn new words very rapidly and are able to use them in communicating about matters which interest them. 	<ul style="list-style-type: none"> - How children begin to use words to question and negotiate. - Features of adult/child interaction, remembering these are culturally determined, and that conventions for interaction vary, both within and across speech communities. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Situations where children use actions and some talk to support and think about what they are doing. - How children show what they understand, by what they do and say, for example, actions, questions, new words and the rhythms and intonations they use. 	<ul style="list-style-type: none"> - Distinguish one sound from another. - Show interest in play with sounds, songs and rhymes. - Repeat words or phrases from familiar stories. 	<ul style="list-style-type: none"> - The words, phrases and sounds children like to say or sing. - The languages they understand and use.
 <p>30-50 months</p>	<ul style="list-style-type: none"> - Use simple statements and questions often linked to gestures. - Use intonation, rhythm and phrasing to make their meaning clear to others. - Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. - Listen to stories with increasing attention and recall. - Describe main story settings, events and principal characters. - Listen to others in one-to-one or small groups when conversation interests them. - Respond to simple instructions. - Question why things happen and give explanations. - Use vocabulary focused on objects and people that are of particular importance to them. - Begin to experiment with language describing possession. - Build up vocabulary that reflects the breadth of their experiences. - Begin to use more complex sentences. - Use a widening range of words to express or elaborate on ideas. 	<ul style="list-style-type: none"> - The gestures and body language children use. - Children's responses to stories and information books you read with them. - How children act out rhymes and stories. - Instances of children recalling and recounting their own experiences and sharing them with others. - 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. - How children are beginning to develop and expand on what they say, for example, "Come in, it's time for dinner. You'll get hungry if you stay out there". - Children's developing use of a preferred language and whether this has changed since, for example, attending the current setting. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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". - How children use talk to connect ideas and explain things. 	<ul style="list-style-type: none"> - Enjoy rhyming and rhythmic activities. - Show awareness of rhyme and alliteration. - Recognise rhythm in spoken words. 	<ul style="list-style-type: none"> - The rhymes and rhythms that children enjoy, recite and create in words and music, for example, tapping out the rhythms of their names.
 <p>40-60+ months</p>	<ul style="list-style-type: none"> - Have confidence to speak to others about their own wants and interests. - Use talk to gain attention and sometimes 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 their 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. - Interact with others, negotiating plans and activities and taking turns in conversation. - Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. - Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. - Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems. - Extend their vocabulary, exploring the meanings and sounds of new words. - Speak clearly and audibly with confidence and control and show awareness of the listener. 	<ul style="list-style-type: none"> - Children's readiness to 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 or to resolve disagreements. - How children concentrate on what others say and their responses to what they have heard. - Rhymes and songs children know by heart. - Children's made-up songs. - Children's growing vocabulary. - The occasions when children speak clearly and confidently and show awareness of the listener. 	<ul style="list-style-type: none"> - 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 how events lead into one another. - Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping. - Begin to use talk to pretend imaginary situations. - Use language to imagine and recreate roles and experiences. - Use talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> - How children use talk to reflect upon, clarify, sequence and think about present and past experiences, ideas and feelings. - 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". - Ways in which children use language in their pretend and imaginary play. - For children speaking languages other than English, note which language is dominant, as well as their use of gesture and intonation to convey meaning. 	<ul style="list-style-type: none"> - Continue a rhyming string. - Hear and say the initial sound in words and know which letters represent some of the sounds. - Hear and say sounds in words in the order in which they occur. - Link sounds to letters, naming and sounding the letters of the alphabet. - Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. 	<ul style="list-style-type: none"> - Children's alternative versions of favourite rhymes that draw upon their phonic knowledge. - Children's knowledge of initial sounds at the beginning of words, 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, "Pz cn I hv a d" (Please can I have a drink). - Children's confidence in blending and segmenting and in using grapheme-phoneme knowledge to read and spell regular consonant-vowel-consonant (CVC) words, including consonant digraphs and long vowels. - The ways in which children use their phonic knowledge and the number of grapheme-phoneme correspondences used for reading and writing in a variety of contexts. - How children read simple words by sounding out and blending the phonemes all through the word from left to right.

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	Reading		Writing		Handwriting	
	Development Matters	Look, Listen & Note	Development Matters	Look, Listen & Note	Development Matters	Look, Listen & Note
 <p>22-36 months</p>	<ul style="list-style-type: none"> - Have some favourite stories, rhymes, songs, poems or jingles. 	<ul style="list-style-type: none"> - Children's favourite stories, rhymes, songs, poems or jingles. 	<ul style="list-style-type: none"> - Distinguish between the different marks they make. 	<ul style="list-style-type: none"> - What children tell you about the marks they make. 	<ul style="list-style-type: none"> - Begin to show some control in their use of tools and equipment. 	<ul style="list-style-type: none"> - Ways in which children begin to develop fine motor skills, for example, the way they use their fingers when trying to do up buttons, pull up a zip, pour a drink or use a watering can.
 <p>30-50 months</p>	<ul style="list-style-type: none"> - 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. - Show interest in illustrations and print in books and print in the environment. - Handle books carefully. - Know information can be relayed in the form of print. - Hold books the correct way up and turn pages. - Understand the concept of a word. 	<ul style="list-style-type: none"> - The stories and poems children choose and know how to follow. For example, retelling a story, using words and phrases from a well-known story. - Children's familiarity with the way books work. For example, turning the pages and telling the story using the pictures and using phrases such as "Once upon a time". - Children's references to and understanding of how print works. For example, asking what a word says or what instructions mean. - Children's recognition of their names, or letters or words, in scripts other than English. 	<ul style="list-style-type: none"> - Sometimes give meaning to marks as they draw and paint. - Ascribe meanings to marks that they see in different places. 	<ul style="list-style-type: none"> - The marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". 	<ul style="list-style-type: none"> - Use one-handed tools and equipment. - Draw lines and circles using gross motor movements. - Manipulate objects with increasing control. 	<ul style="list-style-type: none"> - The way children control equipment and materials. - The marks children like to make.
 <p>40-60+ months</p>	<ul style="list-style-type: none"> - Enjoy an increasing range of books. - Know that information can be retrieved from books and computers. - Explore and experiment with sounds, words and texts. - Retell narratives in the correct sequence, drawing on language patterns of stories. - 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. - 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 texts to answer questions about where, who, why and how. 	<ul style="list-style-type: none"> - Children's book choices. Children's understanding about how information is kept in different places and can be retrieved. - 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". - How children use non-fiction books. - The favourite books, songs and rhymes children turn to, to be reread and enjoyed. - 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 such as 'open'. - The confidence with which children use their developing phonic knowledge. 	<ul style="list-style-type: none"> - Begin to break the flow of speech into words. - Use writing as a means of recording and communicating. - Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. - Attempt writing for different purposes, using features of different forms such as lists, stories and instructions. - Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation. 	<ul style="list-style-type: none"> - How children use writing to record things or to communicate, for example, Marcus writes "Marcus, fz (Faraz) and tm (Tommy)" on a drawing of himself and his two friends playing together. - Instances of writing for different purposes such as labelling the contents on the outside of a box. - How children make use of phonic knowledge as they attempt to write words and simple sentences, for example, "I went to see fiyuwercs and hat to pc by the hut" (I went to see fireworks and had to park by the hut). 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Children's dexterity in using a range of tools in their play and writing. - Children's formation of recognisable letters.

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