



Ettington Primary School EYFS Progression Document

Communication and Language



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Knowledge		Skills	
Know what new vocabulary means Knowledge of stories, poems and rhymes Knowledge of Nursery rhymes Knowledge of language structures Knowledge that a conversation involves back and forth interactions, where each participant takes turns. Know to listen I need to look, stay quiet and use my ears. Know the function of objects Know simple concepts e.g. opposites, shapes, colours Know how to correctly pronounce speech sounds. Know which words are used to form questions. Know talk can be used for different purposes and to take on roles. Know that I need to include certain details to support my listener.		Interact, talk, join in, link ideas, pronounce speech sounds correctly, adapt talk, ask questions, speak in the present, past and future tense, anticipate, think, initiate and engage in conversations, explain, use talk for different purposes and to take on roles, retell stories and events, follow instructions, answer questions, respond to others, model function of object, notice, discuss, listen, take turns, attend, shift attention, focus, concentrate.	
Characteristics of effective learning that are relevant			
Playing and Exploring		Active Learning	Creating and Thinking Critically
• Taking on a role in their play • Showing curiosity about objects, events and people • Showing particular interests • Acting out experiences with other people • Representing their experiences in play.		• Showing high levels of energy and involvement • Maintaining focus for a period of time • Showing a deep drive to know more about people and their world • Showing a belief of more effort/different approach will pay off.	• Reviewing how well the approach worked • Thinking of ideas that are new and meaningful to the child • Making predictions • Developing ideas of grouping, sequences, cause and effect • Planning, making decisions about how to approach a task, solve a problem and reach a goal
Early Learning Goals			
Listening, Attention and Understanding		Speaking	
Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	

Communication and Language Progression in Learning

Listening, Attention and Understanding

2-3 year-olds			Pre-school Year (3-4 year olds)			Reception Year (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
- Enjoys listening to short, familiar stories, songs and nursery rhymes. - Responds to simple questions, ie, where is your coat? and follows one-step instructions. ie, wash your hands. - Listens to sounds in the environment and enjoys repeating words and phrases.	- Begins to join conversations using short phrases and simple sentences. - Uses an increasingly wide vocabulary and begins to ask and answer a range of questions. - Retells familiar stories and talks confidently about events in their own lives.	- Enjoys conversations with adults and peers, taking turns to listen and respond. - Understands and follows instructions with two or more parts.	- Gives joint attention to a familiar adult during a shared story or rhyme. - Enjoys familiar songs and repeated refrains. - Sustains attention for a short, familiar story with pictures. - Responds to their own name and simple requests. - Follows a one-step instruction in a familiar routine with a gesture.	- Listens to a short story and points to a named picture when asked. - Begins to understand simple positional language (in, on, under) through action. - Attends to a story a little longer, joining in with a repeated refrain. - Understands simple 'what' and 'where' questions about a familiar story. - Follows a one-step instruction independently in a familiar context.	- Listens with growing attention in a small group. - Understands a wider range of familiar vocabulary. - Listens to short, familiar stories with growing attention, joining in with repeated refrains. - Follows a one-step instruction independently in familiar contexts, and a two-step instruction with visual support. - Responds to simple 'what' and 'where' questions about a story.	- Knows that conversations involve listening and responding. - Knows stories have settings and events. - Knows non-fiction books give real facts. - Knows facial expressions and tone show feelings. - Responds with simple actions or comments. - Listens attentively in class and small groups. - Follows two-step instructions, sometimes with support. - Responds to 'what' and 'where' questions about familiar stories.	- Knows that questions help us find out more. - Knows stories follow a sequence (beginning, middle, end) - Knows different texts have different purposes. - Knows language can explain ideas and describe events. - Begins to answer 'why' questions. - Demonstrates understanding of new vocabulary. - Listens attentively in a range of situations. - Understands questions using who, what, where, when, why and how. - Follows instructions involving several ideas or actions.	- Listens and responds with relevant comments, questions and actions. - Demonstrates understanding of a wider range of vocabulary. - Makes connections between what they hear and prior knowledge. - Listens attentively and responds with relevant questions, comments and actions. - Gives attention to what others say even when engaged in an activity. - Responds appropriately in a range of contexts.

Communication and Language Progression in Learning

Speaking

2-3 year-olds			Pre-school Year (3-4 year olds)			Reception Year (4-5 year olds)		
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
• Uses sounds, gestures, words or other forms of communication to express their needs and interests. • Begins to use single words to name familiar people, objects and actions. • Attempts to join in with familiar songs, rhymes and repeated phrases. • Copies sounds, words and phrases used by familiar adults. • Begins to put two words together, such as “more juice”	• Uses a growing range of words to communicate their needs, interests and experiences. • Begins to put two or three words together to make simple sentence. • Frequently names familiar people, objects and actions. • Talks about what they are doing during play, with adult support. • Begins to answer simple questions, such as “Where is teddy?”	• Uses a growing vocabulary • Talks about things that have happened or are happening, with adult support. • Begins to describe what they can see, hear or are doing. • Answers simple questions and begins to ask questions of their own. • Begins to take a turn in short conversations with familiar adults and children. • Uses words, gestures, sounds, or other forms of communication to share ideas and express themselves.	• Uses short two- or three-word phrases to communicate meaning. • Imitates words and sounds heard from adults and peers. • Joins in with a familiar word during a favourite rhyme or song. • Requests using words rather than gesture alone.	• Uses simple phrases of three or more words to communicate meaning. • Uses short sentences (three to four words) to describe what they are doing. • Uses a modelled social phrase (bye, please) with support. • Begins to use talk within familiar play. • Joins in with repeated refrains using words, not just actions.	• Uses a growing range of vocabulary within short sentences. • Talks to a familiar adult about something that has just happened. • Uses short sentences (three to four words) to communicate needs and ideas. • Begins to use talk within familiar play, often alongside a familiar adult or peer. • Joins in with familiar words in favourite rhymes, songs and refrains.	• Knows new vocabulary can be learned from stories and experiences. • Knows conversations involve taking turns and speaking clearly. • Knows stories can be described using key vocabulary. • Knows questions can clarify meaning. • Uses talk in play and familiar contexts. • Uses longer sentences (5–6+ words). • Starts conversations with familiar adults and peers. • Uses a growing range of vocabulary including newly introduced words. • Uses intonation, rhythm and phrasing to make meaning clear. • Joins in with familiar songs, rhymes and repetitive refrains.	• Knows words can have similar meanings (synonyms). • Knows language can explain thinking and describe events. • Knows stories can be retold in sequence. • Knows explanations need detail. • Uses talk to explain what is happening and what might happen next. • Begins to ask questions using what, where, why. • Retells familiar stories using language from texts. • Uses conjunctions to extend ideas in speech. • Uses recently introduced vocabulary in discussion and play. • Begins to give reasons for opinions.	• Uses full sentences to express ideas clearly. • Explains ideas and reasoning using ‘because’, ‘so’, ‘if’. • Retells stories and experiences with increasing detail. • Expresses ideas and feelings in well-formed sentences, including past, present and future tense • Uses recently new vocabulary appropriately. • Speaks clearly and audibly so understood by others.