



The Laurels Primary School – EYFS Progression of Skills – Communication and Language



What the educational programme says about 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, storytelling 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.					
Aged 3-4 (on entry and during Autumn 1 depending on starting points)		In Reception (Following ‘typical development’)			End of KS expectations
		Autumn	Spring	Summer	
L i s t e n i n g a n d A t t e n t i o n	Sit and listen to, and join in with, short stories and songs, or have short conversations with one or two peers. I can sometimes pay attention to more than one thing at a time, for example drawing a picture and joining in a conversation with my peers.	Begin to understand how to listen carefully, using school routines such as ‘star sitting’ and playing listening games. I know why listening is important. Listen to whole class inputs for 5-10 minutes.	Understand how to listen carefully in the classroom, the hall, with visitors and on trips. Listen in a variety of situations for 10-15 minutes.	Understand how to listen carefully and why listening is important. Listen in a variety of situations for up to 20 minutes in situations such as assemblies and theatre visits.	Listening, Attention and Understanding ELG 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.
	Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Answer how, when, where, why and who questions about stories and familiar events in their life.	Ask questions to find out more, for example when hot seating or speaking to a visitor, and to check if children understand what has been said to them.	Ask and answer questions about stories, events and experiences. These include historical events and figures.	
	Some children may listen to longer stories, such as The Gruffalo, and remember much of what happens.	Engage in small groups and whole class story times. I can listen to and talk about stories to build familiarity and understanding. Texts include Ruby’s Worry, The Colour Monster, Owl Babies, Room on the Broom, The Gruffalo’s Child and The Nativity.	Retell the story, once they have developed a deep familiarity with the text, some with exact repetition and some in my own words. Texts include traditional tales and alternative versions, encouraging children to create their own versions.	Begin to make up my own verbal stories, using familiar phrases such as ‘once upon a time’. I can listen to stories and poems without pictures, and understand what they are about.	
		Engage in non-fiction books. These will include books about the seasons Autumn and Winter, books about jobs in the community.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Texts include Spring, Lunar New Year and life cycles.	Children will begin to know what a contents page is for and that I don’t need to read every page of a non-fiction book to know what I am looking for. Books may include those about the beach, Mary Anning, Grace Darling and other historical figures.	
S p e a k i n g	Children can sing a large repertoire of songs. These could be nursery rhymes, or familiar pop songs and songs from films. I know many rhymes, am able to talk about familiar books, and can tell a long story.	Learn rhymes, poems and songs. These include nursery rhymes, nativity songs and songs in singing assembly.	Listen carefully to rhymes and songs, paying attention to how they sound. I can keep a beat with my body or with instruments, and match the intonation and pitch with my voice.	Children will begin to make up their own songs and rhymes based on those which are familiar to them. For example, about journeys around the world	Speaking ELG 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.
	Children can use a wider range of vocabulary such as melted, disappear, explode...	Children can learn new vocabulary such as stroll, hideous, hibernate, nocturnal, reflect.	Children can learn new vocabulary such as evaporate, waterproof, knead, dough, wheat, predict, transform, recipe, ingredients, celebrate and festival.	Children will use new vocabulary in different contexts.	
	Children can use longer sentences of four to six words.	Begin to join thoughts with ‘and’ or ‘because’. Speak in sentences in which the ideas are connected e.g. I saw the fireworks last night. They were at the beach and they were really loud.	Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives: and, so, but, because, meanwhile, suddenly.	
	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... ‘I’m the driver”	Develop social phrases, and to develop positive relationships. Understand the expected responses in social situations e.g. accepting or declining a request to play with a peer.	Describe events in some detail, including who, what, where, why and when.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	