


# COMMUNICATION AND LANGUAGE

Early Years Curriculum: Progression of Skills

To see topic specific vocabulary and texts please refer to our curriculum Mapping Webs

# By the time children finish in the EYFS, we want them...

- ▶ To talk confidently to peers and adults about their learning and interests
  - ▶ To be able to recite poems and stories using a story map as support
  - ▶ To use an increasingly diverse range of vocabulary in meaningful contexts
  - ▶ To actively join in with stories
  - ▶ To develop increasing confidence to share learning with others, including in front of an audience
  - ▶ To be able to say hello in different languages
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# Autumn Term/Term 1

## 2 to 3 Years-

Understand simple instructions like “give to mummy” or “stop”.

Focus on an activity of their own choice and find it difficult to be directed by an adult.

Recognise and point to objects if asked about them.

Listen to other people's talk with interest, but can easily be distracted by other things.

## Pre School-

Enjoy listening to longer stories and can remember much of what happens.

Can find it difficult to pay attention to more than one thing at a time.

Use a wider range of vocabulary.

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?”

## Reception-

Understand how to listen carefully and why listening is important.

Engage in story times.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class/ small group interactions.

Ask questions to find out more and to check they understand what has been said to them.

Develop social phrases

Engage in story times.

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.

# Spring Term/ Term 2

## 2 to 3 Years-

Can become frustrated when they can't make themselves understood.

Listen to simple stories and understand what is happening, with the help of the pictures.

Start to say how they are feeling, using words as well as actions.

Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.

## Pre School-

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

May have problems saying:

- Some sounds: r, j, th, ch, and sh
- Multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

## Reception-

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

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.

Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

# Summer Term/ Term 3

## 2 and 3 Years-

Start to develop conversation often jumping from topic to topic.

Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

Understand and act on longer sentences like 'make teddy jump' or 'find your coat'

Use the speech sounds p, b, m, w.  
Are usually still learning to pronounce:  
- l/r/w/y  
- f/th  
- s/sh/ch/d/z/j  
- multi-syllabic words such as 'banana' and 'computer'

Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

## Pre-School-

Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friends, using words as well as actions.

Can 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'll be the driver."

## Reception-

Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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.

Retell the story once they have developed a deep familiarity with the text; such as exact repetition and some in their own words. Use new vocabulary in different contexts.

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: Early Learning Goal

## **ELG: Listening, Attention and Understanding**

- 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.

## **ELG: Speaking**

- 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: Next steps (Year 1 National Curriculum)

## English- Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication