

Progression in Communication & Language - EYFS

Statements taken from Development Matters Early Adopter 2021 using the 'age bands' using the 'age bands'

Nursery and Reception have progressive phases that build up to the ELG at the end of Reception.

EYFS Statutory Educational Programme: *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.*

Phase Nursery	Listening, Attention & Understanding	Speaking
	Children will be learning to....	Children will be learning to....
(a) Prior learning birth to 3	<ul style="list-style-type: none"> *Understand simple instructions like "give it to me" , "sitting" or "stop". *Recognise and point to objects if asked about them. *Focus on an activity of their own choice. *Listen to simple stories and understand what is happening, with the help of the pictures. *Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. *Begin to answer 'who', 'what' and 'where' questions *Be directed to activities by an adult. *Understand and act on 2 key word sentences like 'make teddy jump' or 'find your coat'. *Listen to other people's talk. 	<ul style="list-style-type: none"> *Use intonation, pitch and changing volume when 'talking' *Make eye contact for longer periods. *Link four or five words together *Use the speech sounds p, b, m, w. *Use the pronouns (me, him, she) *Use the prepositions (in, on, under) *Use 'their words' to make themselves understood *Start to develop conversation, often jumping from topic to topic. *Use 'what' questions ('What's that?'). *Sing independently: Incy Wincy Spider, Baa Baa Black Sheep, Twinkle Twinkle Little Star, Hickory Dickory Dock,

	<ul style="list-style-type: none"> *Identifies action words by pointing to the right picture, e.g., "Who's jumping?" *Developing understanding of simple concepts (e.g. big/little, open/shut). 	
(b)	<ul style="list-style-type: none"> *Enjoy listening to a variety stories. *Remember 'what happens' in stories, talking about 'who' and 'where'. *Pay attention to more than one thing at a time, which can be difficult. *Understand and act on a three key word sentence (put the red ball in the bag, etc). *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?" *Switch attention between listening to a speaker and their focus on a task. *Understands use of objects (e.g. "What do we use to cut things?") *Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. 	<ul style="list-style-type: none"> *begin to sentences of four to six words ('I want to play with cars', 'What's that thingy called?') *begin to use future tense ('I am going shopping'). *Develop their pronunciation of: l/w/y, s/dz *Articulate multi-syllabic words such as 'banana' and 'computer'. *Use 'where' and 'who' questions. *Use 'and', 'because' to link their sentences. *Use language to retell a simple past event in the correct order. *Start a conversation with an adult or a friend and continue it for many turns. *Use a wider range of vocabulary in their play and interactions, which is linked to knowledge, skills and technical language in all areas of learning and development. *Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." *Sing independently: Humpty Dumpty, Tommy Thumb, Hey Diddle Diddle, Miss Polly Had A Dolly,
End Points for Nursery	<ul style="list-style-type: none"> *Enjoy listening to longer stories. *Join in at group time by putting up hand and waiting their turn to talk. *Focuses on a chosen activity for at least ten minutes *Understands when asked questions like "Why do you need to wear your coat today?" and "How can we clean up the milk?" *Sits quietly and listen *Able to move away from distractions when concentrating. *Understands and answers 'how' questions. 	<ul style="list-style-type: none"> *Start to use past tense ('I walked home'). *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. *Use a wider range of vocabulary in their work, which is linked to knowledge, skills and technical language in all areas of learning and development. *Question why things happen. *Articulate multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. *Develop their pronouciation of: r, j, th, ch, and sh

*Sing independently: Wind The Bobbin Up, Two Little Dickie Birds, Three Blind Mice, Mary Had A Little Lamb,

Reception Communication & Language Progression

Phase Reception	Listening, Attention & Understanding	Speaking
	Children will be learning to....	Children will be learning to....
(a)	<ul style="list-style-type: none"> * Begin to ask questions when they don't understand instructions. *Connect one idea or action to another using a range of connectives. Narrate events and actions: " I put on my coat because it was raining ." *Engage in story times, developing their vocabulary. *Use new vocabulary in different contexts. *Listen carefully to rhymes and songs *Join in with whole class activities and concentrate for the duration. e.g. Nursery rhymes, Story Time. *Follows established routines , e.g. books away, sit on the carpet. *Responds to a peers request (e.g. Can I have the ball?) and replies. *Answer "How" questions, e.g. How did the mouse lose his home? *Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. *Learn rhymes, poems and songs *Use non-fiction books, to extend their knowledge of the world and illustrate a current topic. 	<ul style="list-style-type: none"> *Use new vocabulary linked to new learning, for example, change in seasons: 'freezing'; *Discuss which category a word is in, for example: " A tomato is a fruit because it has seeds". *Have fun saying new words in an exaggerated manner. Use picture cue cards to talk about an object: i.e"What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?" *Use new vocabulary through the day. *Use full sentences, . sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better" *Use simple connectives in speech, e.g. and, but. *Develop social phrases. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" *Speak in whole class situations, e.g. answering questions at Story Time.

	<p>*Listen carefully and understand why listening is important, showing some active listening skills; face the speaker, body still, paying attention.</p>	
(b)	<p>*Ask questions to find out more and to check they understand what has been said to them in a variety of contexts. *Conduct a simple back and forth conversation, paying attention to peer/adult and responding appropriately. *Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. *Listen to and talk about stories to build familiarity and understanding. *Ask questions when they don't know what a word means. *Offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". *Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. *Answers "Why" questions. *Listen to and talk about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary.</p>	<p>*Use speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy). *Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". *Articulate their ideas and thoughts in well-formed sentences. Use complete sentences in your everyday talk. *Describe events in some detail. Understanding that it is important to get things in the right order, using sequencing words: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!" *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
(C) ELG	<p>ELG: Listening, Attention and Understanding 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.</p>	<p>ELG: Speaking 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,</p>

		including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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