

## EYFS Communication and Language knowledge and skills progression

Our themes, routines and environment promote high-quality communication and language development. Exciting and vocabulary rich texts are used to introduce children to new ideas, concepts and vocabulary, while also promoting curiosity and discussions. Pupils are encouraged to ask questions and contribute to group and whole-class discussion whenever possible. Children who struggle to communicate are targeted in the provision, and learning interventions are used when children lack confidence or do not have the expected level of development. Through our continuous provision and our learning environment, pupils are exposed to situations where they can experiment with the new language they have acquired (such as through role play) and use their listening skills as they interact with peers and adults.

| PSED                                         | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 1 | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1 | Summer 2 |
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| Listening,<br>Attention and<br>Understanding | <p>ELG</p> <p>- 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.</p> <p>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |          |
|                                              | <p>-Knows how to show they are listening. Understands why it is important to listen and ask relevant questions in response to what they have heard, wanting to find out more information.</p> <p>-Speech is clear and understood.</p> <p>-Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' Asks the meaning of new words and understands a longer list of instructions.</p> <p>- Uses talk to communicate emotions. Asks relevant questions in response to what they have heard. Links what has been said to own experiences to keep conversation going.</p> | <p>-Uses longer sentences and links ideas.</p> <p>-Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.'</p> <p>-Retell stories simply and repeat new vocabulary in the context of a story.</p> <p>-Understand spoken instructions and can listen without stopping what they are doing.</p> <p>-Listens to what has been said and responds. Waits for the person talking to stop before responding.</p> |          | <p>-Uses well-formed sentences. Talks in the correct tense. Understanding more complex language including prepositions, sequencing, and time.</p> <p>- Retells how the story started, the main happening, and how it ended. Retells a story through roleplay, using some new vocabulary, and some exact words from the text.</p> <p>-Can follow two-part instructions</p> <p>- Understands humour.</p> <p>-Takes turns in much longer conversations, openly listens to other points of view. Explain their point of view clearly when they disagree with an adult or a friend, using words as well as actions.</p> |          |          |
| Speaking                                     | <p>ELG</p> <p>- 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.</p>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |          |

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|  | <p>-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</p>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <p>-Joins in with repeated refrains and key phrases.</p> <p>-Talks about the meaning of new vocabulary.</p> <p>-Speech is clear and understood</p> <p>- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> | <p>-Uses longer sentences and links ideas.</p> <p>-Retells stories simply. Repeats new vocabulary in a context of a story.</p> <p>-Can explain the meaning of new words. Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary.</p> <p>-Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Or 'the leaves are starting to fall off the trees. Soon the trees won't have any leaves.'</p> <p>-Understands past, present and future. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Makes up their own stories.</p> | <p>-Uses well-formed sentences.</p> <p>-Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'</p> <p>-Begins to use modelled vocabulary during role play and small world.</p> <p>-Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers.</p> <p>-Retells how the story started, the main happening, and how ended. Retells a story through roleplay, using some new vocabulary and some exact words from the text.</p> <p>-Understands humour.</p> <p>-Takes turns in much longer conversations. Openly listens to other points of view. Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.</p> <p>- Use talk to take on different roles during imaginative play. Use talk to work out problems and organise thinking.</p> |