



## Progression of Skills- Communication and Language (EYFS)

Skills	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
<b>Listening, attention and understanding</b>	<ul style="list-style-type: none"> <li>-Understands simple instructions such as 'give to mummy' or 'stop'.</li> <li>-Listens to other people's talk with interest.</li> <li>-Listens to simple stories and understands what is happening, with the help of the pictures.</li> <li>-Identify familiar objects and properties for practitioners when they are described e.g. 'blue car'.</li> <li>-Understand and act on longer sentences like 'make teddy jump'.</li> <li>-Understand simple questions about 'who', 'what' and 'where'.</li> </ul>	<ul style="list-style-type: none"> <li>-Can find it difficult to pay attention to more than one thing at a time.</li> <li>-Understands a question or instruction that has two parts, such as 'Get your coat and wait at the door'.</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoys listening to longer stories and can remember much of what happens.</li> <li>-Understands why' questions, like 'Why do you think the caterpillar got so fat?'</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Learn new vocabulary.</li> <li>-Engage in story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Listens to rhymes and songs, paying attention to how they sound.</li> <li>-Engage in non-fiction books.</li> <li><b>-Listens attentively when being read to during whole class discussions and small group interactions.</b></li> <li><b>-Make comments about what they have heard.</b></li> <li><b>-Holds conversation with their peers.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Learn new vocabulary.</li> <li>-Engage in story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Learns rhymes, poems and songs.</li> <li>-Engage in non-fiction books.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li><b>-Listens attentively and responds to what they hear when being read to and during whole class discussions.</b></li> <li><b>-Make comments about what they have heard.</b></li> <li><b>-Holds conversations with their teacher and peers.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Learn new vocabulary.</li> <li>-Engage in story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Learns rhymes, poems and songs.</li> <li>-Engage in non-fiction books.</li> <li><b>-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.</b></li> <li><b>-Makes comments about what they have heard and ask questions to clarify their understanding.</b></li> <li><b>-Hold conversations when engaging in back-and-forth exchanges with their teacher and peers.</b></li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>-Starts to say how they are feeling, using words and actions.</li> <li>-Develops pretend play.</li> <li>-Sing a repertoire of songs.</li> <li>-Knows many rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>-Start to develop conversation, jumping from topic to topic.</li> <li>-Use a wider range of vocabulary.</li> <li>-Sing a large repertoire of songs.</li> <li>-Talk about familiar books.</li> <li>-Develop their communication, but may continue to have problems</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to tell a long story.</li> <li>-Uses longer sentences of four to six words.</li> <li>-Be able to express a point and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>-Can start a conversation with an adult or a friend, and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>-Use new vocabulary through the day.</li> <li>-Ask questions to find out more.</li> <li>-Articulates their ideas and thoughts.</li> <li>-Describe events in some detail.</li> <li>-Retell the story, once they have developed a deep familiarity with the text.</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to find out more and check they understand what has been said to them.</li> <li>-Articulates their ideas and thoughts in well-formed sentences.</li> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Use talk to help work out problems and organise</li> </ul>	<ul style="list-style-type: none"> <li>-Uses new vocabulary in different contexts.</li> <li><b>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</b></li> <li><b>-Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,</b></li> </ul>

**Key - Early Learning Goals (ELG)**

		<p>with irregular tenses and plurals.</p> <ul style="list-style-type: none"> <li>-Uses longer sentences of four to six words.</li> <li>-Uses talk to organise themselves and their play e.g. 'Let's go on a bus... you sit there...I'll be the driver'.</li> </ul>		<ul style="list-style-type: none"> <li><i>-Participate in small group, class and one-to-one discussions.</i></li> <li><i>-Is beginning to explain why things might happen.</i></li> <li><i>-Express their ideas and feelings about their experiences with modelling and support from the teacher.</i></li> </ul>	<p>thinking and activities, explain how things work and why they might happen.</p> <ul style="list-style-type: none"> <li>-Develop social phrases.</li> <li>-Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>-Uses new vocabulary in different contexts.</li> <li><i>-Participate in small group, class and one-to-one discussions, using recently introduced vocabulary.</i></li> <li><i>-Offers explanations for why things might happen using recently introduced vocabulary.</i></li> <li><i>-Express their ideas and feelings about their experiences using full sentences with modelling and support from the teacher.</i></li> </ul>	<p><i>rhymes and poems when appropriate.</i></p> <ul style="list-style-type: none"> <li><i>-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.</i></li> </ul>
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