



Curriculum Overview and Progression for Communication & Language

Listening, Attention & Understanding and Speaking

Early Years Curriculum

Key Concepts / Progression of Skills

Prior Learning

Listening, Attention & Understanding	Speaking
<ul style="list-style-type: none"> • I can listen with interest to the noises adults make when they read stories. • I can shift to a different task if my attention is fully obtained – using my name helps me focus. • I can listen to rhymes and familiar stories. • <i>Around 18 months, is the toddler listening and responding to a simple instruction like: “Adam, put on your shoes”?</i> • <i>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, can you stop now? We’re tidying up”.</i> • I can identify action words by pointing to the right picture (e.g. ‘Who’s jumping?’). • I can understand more complex sentences (e.g. ‘Put your toys away and then we’ll read a book.’). • I can understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is...?). • I can start to understand simple concepts (e.g. big/little). • <i>Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”?</i> • <i>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”</i> <p><i>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</i></p>	<ul style="list-style-type: none"> • I can use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • I can hold a conversation, jumping from topic to topic. • I can learn new words very rapidly and am able to use them in communicating. • I can use gestures, sometimes with limited talk (e.g. reaches toward toy, saying ‘I have it’). • I can use a variety of questions (e.g. what, where, who). • I can use simple sentences (e.g. ‘Mummy go work.’). • I can begin to use word endings (e.g. going, cats). • <i>Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</i> • <i>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now’ and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing).</i> • <i>Is the child linking up to 5 words together?</i> • <i>Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these may not always be used correctly to start with.</i> • <i>Can the child follow instructions with three key words like: “Can you wash dolly’s face?”</i>

Early Years Curriculum – Communication & Language

Nursery

Listening, Attention & Understanding	Speaking
<p>During Nursery (Autumn Spring)</p> <ul style="list-style-type: none"> • <i>Can find it difficult to pay attention to more than one thing at a time.</i> • I can concentrate for slightly longer periods. (3 minutes 6 minutes) • I can join in with rhymes and songs by making sounds and by moving body. • I can respond to adults making sounds and moving their bodies • I can respond to my own name and will change my activity when encouraged to by adults • I can match objects to names and will bring my favourite toy when asked. • I can respond to very simple requests especially when shown first by an adult. • I can anticipate actions and sounds from an action toy. • I can explore objects using my senses. • I can understand more simple questions and instructions. E.g. 'where is your shoe?' and 'show me your nose'. • I can identify my own friends. • I can operate some ICT or mechanical toys. • I can identify characters and actions in my favourite books. • I can respond to two requests. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • I can start to respond to simple questions. • I can start to identify objects according to simple properties. • I can initiate some actions in play that are familiar from home. • I can understand between 200 and 500 words. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • I can focus on adults as they read or sing, responding with sounds and movements. • Enjoy listening to longer stories and can remember much of what happens. <p>End of Nursery</p> <ul style="list-style-type: none"> • I can turn my head and focus on adults and friends as I speak and play, responding to comments. • I can listen to and follow directions. • I can remember and join in with rhymes and familiar stories. • I can find the right tool for a job. • I can follow instructions using prepositions. • I can respond to a string of requests one after another (not quickly). • I can ask and respond to 'why' questions. • I can follow a story with props and pictures. • I can show interest in the lives of other people or events. • I can see some similarities and differences between people. • I can operate a CD player or MP3 player and show understanding of the remote controls. • I can show interest in other technological items. 	<p>During Nursery (Autumn Spring)</p> <ul style="list-style-type: none"> • I can copy sounds and words like 'all gone'. • I can make requests using two words. • I can use everyday words to talk about people I know. • I can copy sounds and words a lot. • I can use 50 or more single words. These will also become more recognisable to others. • I can start to put short sentences together with 2-3 words, such as 'more juice' or 'byenanny'. • I can express feelings, desires and needs. • I can begin to hold a conversation. • I can remember and use new words. My vocabulary increases rapidly. • I can ask questions and I can respond to questions using simple sentences. • I can play make-believe games. • Use a wider range of vocabulary. • 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 and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • 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 friend, 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." <p>End of Nursery</p> <ul style="list-style-type: none"> • I can start to link simple sentences. • I can explain in simple sentences what happened and what might happen. • I can use tense, intonation and rhythm to enhance meaning. • I can use vocabulary to express imaginary events in play. • I can engage in imaginary role play sometimes building stories around toys and objects. • Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? • Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". • Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? • Can the child answer simple 'why' questions?

Early Years Curriculum – Communication & Language

Reception

Listening, Attention & Understanding	Speaking
<p>(Autumn Spring)</p> <ul style="list-style-type: none"> I can turn to listen to my friends or my teacher. I can listen to and then follow an instruction. I can remember and join in with rhymes and stories I like. I can find the right tool for a job. I can follow instructions using prepositions. I can respond to a string of requests one after another (not quickly) I can ask and respond to 'why' questions. I can follow a story with props and pictures. I can show interest in the lives of other people or events. I can see some similarities and differences between people. I can operate a CD player or MP3 player and show understanding of the remote controls. I can show interest in other technological items. I can listen to a whole story and comment on what is happening. I can ask questions about my favourite books. I can choose a book or game that might be different from my friends and tell you why. I can play and listen to my friends at the same time. <i>Understand how to listen carefully and why listening is important.</i> <i>Engage in storytimes.</i> <i>Listen to and talk about stories to build familiarity and understanding.</i> <i>Listen carefully to rhymes and songs, paying attention to how they sound.</i> <i>Learn rhymes, poems and songs.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i> I can respond quickly to a series of instructions. I can laugh at funny rhymes and jokes. I can remember key points from a story told without props or pictures. I can have a conversation and I can respond to other children's opinions. I can talk about family routines and special occasions. I can understand and complete a simple program on a computer. Engage in non-fiction books. <p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> <i>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;</i> <i>Make comments about what they have heard and ask questions to clarify their understanding;</i> <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> 	<p>(Autumn Spring)</p> <ul style="list-style-type: none"> I can start to link simple sentences. I can explain in simple sentences, including ordering, stating what happened and what might happen. I can use tense, intonation and rhythm to enhance meaning. I can use vocabulary to express imaginary events in play. I can engage in imaginary role play sometimes building stories around toys and objects. I can explore new vocabulary, sounds and intonation. I can use language to create imaginary events, storylines and themes and I can sustain imaginary play situations expressing myself to friends and adults. I can play alongside other children engaged in the same type of imaginary play. I can use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went') <i>Learn new vocabulary.</i> <i>Use new vocabulary through the day.</i> <i>Ask questions to find out more and to check they understand what has been said to them.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Describe events in some detail.</i> <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Develop social phrases.</i> <i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> <i>Use new vocabulary in different contexts.</i> <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</i> <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</i> <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>

