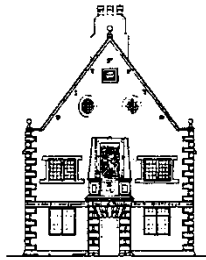


Progression of Knowledge and Skills for Communication & Language

Listening, Attention & Understanding and Speaking

Early Years Curriculum



Nursery (3-4 years)

Progression of Knowledge and Skills - Communication & Language

Communication and Language: Listening, Attention and Understanding

End of Nursery:

- Turns their head and focus on adults and friends as I speak and play, responding to comments.
- Listens to and follow directions.
- Remembers and join in with rhymes and familiar stories.
- Finds the right tool for a job.
- Follows 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.

Language of deduction:

I think ... because..., it is ... because..., it has... because..., Why do you think it is?, What can you see?, Why do you think it happened?, It happened because...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (just turned 3y) (Nursery)	/		<p>Around 18 months</p> <p>Listens with interest to the noises adults make when they read stories.</p> <p>Shifts to a different task if my attention is fully obtained – using my name helps me focus.</p> <p>Listens to rhymes and familiar stories.</p> <p>Listening and responding to a simple instruction like: “Adam, put on your shoes?”</p> <p>Understands lots of different single words and some two-word phrases, such as “give me” or “shoes on”?</p>		<p>By around 3 years old</p> <p>Shifts from one task to another if you get their attention. Uses the child’s name can help: “Jason, can you stop now? We’re tidying up”.</p> <p>Identifies action words by pointing to the right picture (e.g. ‘Who’s jumping?’).</p> <p>Understands more complex sentences (e.g. ‘Put your toys away and then we’ll read a book.’).</p> <p>Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is...?).</p> <p>Starts to understand simple concepts (e.g. big/little).</p> <p>Around the age of 3</p> <p>Shows that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?”</p> <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>	
Rising 5s (3y-4y) (Pre-school)	<p>Finds it difficult to pay attention to more than one thing at a time.</p> <p>Concentrates for slightly longer periods. (3 minutes)</p> <p>Joins in with rhymes and songs by making sounds and by moving body.</p> <p>Responds to adults making sounds and moving their bodies</p> <p>Responds to my own name and will change my activity when encouraged to by adults</p> <p>Matches objects to names and will bring my favourite toy when asked.</p> <p>Responds to very simple requests especially when shown first by an adult.</p> <p>Anticipates actions and sounds from an action toy.</p> <p>Explores objects using my senses.</p> <p>Understands more simple questions and instructions. E.g. ‘where is your shoe?’ and ‘show me your nose’.</p> <p>Identifies their own friends.</p> <p>Operates some ICT or mechanical toys.</p>		<p>Concentrates for slightly longer periods. (3 minutes 6 minutes)</p> <p>Identifies characters and actions in my favourite books.</p> <p>Responds to two requests.</p> <p>Understands a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Starts to respond to simple questions.</p> <p>Starts to identify objects according to simple properties.</p> <p>Initiates some actions in play that are familiar from home.</p> <p>Understands between 200 and 500 words.</p> <p>Understands ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Focuses on adults as they read or sing, responding with sounds and movements.</p> <p>Enjoys listening to longer stories and can remember much of what happens.</p>		<p>Turns their head and focus on adults and friends as I speak and play, responding to comments.</p> <p>Listens to and follow directions.</p> <p>Remembers and join in with rhymes and familiar stories.</p> <p>Finds the right tool for a job.</p> <p>Follows instructions using prepositions.</p> <p>I can respond to a string of requests one after another (not quickly).</p> <p>I can ask and respond to ‘why’ questions.</p> <p>I can follow a story with props and pictures.</p> <p>I can show interest in the lives of other people or events.</p> <p>I can see some similarities and differences between people.</p> <p>I can show interest in other technological items.</p>	

Progression of Knowledge and Skills - Communication & Language

Communication and Language: Speaking

End of Nursery:

- Uses sentences of four to six words – “I want to play with cars” or “What’s that thing called?”
- Uses sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.
- Uses the future and past tense: “I am going to the park” and “I went to the shop”
- Answers simple ‘why’ questions.
- Starts to link simple sentences.
- Explains in simple sentences what happened and what might happen.
- Uses tense, intonation and rhythm to enhance meaning.
- Uses vocabulary to express imaginary events in play.
- Engages in imaginary role play sometimes building stories around toys and objects.

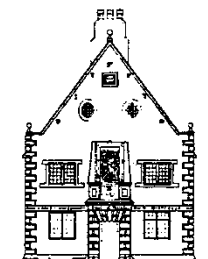
Language of deduction:

I think ... because..., it is ... because..., it has... because..., Why do you think this is a...?, What can you see?, Why do you think ... happened?, ... happened because...

Language of opinion:

I like / I don’t like..., it is good/nice/beautiful, it is not nice, ‘What do you think?’, I think..., I think it will...because..., I think...because..., I think that...,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (just tuned 3y) (Nursery)	/		<p>Around 18 months</p> <p>Uses a range of adult like speech patterns (<i>jargon</i>) and at least 20 clear words</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Holds a conversation, jumping from topic to topic.</p> <p>Learns new words very rapidly and am able to use them in communicating.</p> <p>Uses gestures, sometimes with limited talk (<i>e.g. reaches toward toy, saying ‘I have it’</i>).</p> <p>Uses a variety of questions (<i>e.g. what, where, who</i>).</p> <p>Uses use simple sentences (<i>e.g. ‘Mummy go work.’</i>).</p> <p>Uses begin to use word endings (<i>e.g. going, cats</i>).</p>		<p>Towards their third birthday</p> <p>Uses around 300 words</p> <p>Words include descriptive language.</p> <p>Words include time (<i>for example, ‘now’ and ‘later’</i>)</p> <p>Words include space (<i>for example, ‘over there’</i>)</p> <p>Words include function (<i>for example, they can tell you a sponge is for washing</i>).</p> <p>Links up to 5 words together</p> <p>Uses pronouns (<i>‘me’, ‘him’, ‘she’</i>)</p> <p>Uses plurals and prepositions (<i>‘in’, ‘on’, ‘under’</i>) - these may not always be used correctly to start with.</p> <p>Follows instructions with three key words like: “Can you <u>wash</u> dolly’s face?”</p>	
Rising 5s (3y-4y) (Pre-school)	<p>Copies sounds and words like ‘all gone’.</p> <p>Makes requests using two words.</p> <p>Uses everyday words to talk about people I know.</p> <p>Copies sounds and words a lot.</p> <p>Uses 50 or more single words. These will also become more recognisable to others.</p> <p>Starts to put short sentences together with 2-3 words, such as ‘more juice’ or ‘bye nanny’</p>		<p>Expresses feelings, desires and needs.</p> <p>Begins to hold a conversation.</p> <p>Remembers and use new words. Vocabulary increases rapidly.</p> <p>Asks questions and I can respond to questions using simple sentences.</p> <p>Plays make-believe games.</p> <p>Uses a wider range of vocabulary.</p> <p>Sings a large repertoire of songs.</p> <p>Knows many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develops their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</p> <p>Uses longer sentences of four to six words.</p> <p>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.</p> <p>Starts a conversation with an adult or a friend and continue it for many turns.</p> <p>Uses talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>		<p>Around the age of 4</p> <p>Uses sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</p> <p>Uses sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Uses the future and past tense: “I am going to the park” and “I went to the shop”</p> <p>Answers simple ‘why’ questions.</p> <p>Starts to link simple sentences.</p> <p>Explains in simple sentences what happened and what might happen.</p> <p>Uses tense, intonation and rhythm to enhance meaning.</p> <p>Uses vocabulary to express imaginary events in play.</p> <p>Engages in imaginary role play sometimes building stories around toys and objects.</p>	



Reception (4-5 years)

Progression of Knowledge and Skills - Communication & Language

Communication and Language: Listening, Attention and Understanding

ELG:

- 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.

Language of deduction:

I think ... because..., it is ... because..., it has... because..., Why do you think it is?, What can you see?, Why do you think it happened?, It happened because...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Social Rules of Listening	Knows to look and listen when an adult is speaking	Raises hand to speak during carpet session Takes turns talking to a friend in the environment	Waits their turn when an adult is speaking to someone else in the environment with support	Plays and listens to friends at the same time Responds to other children's opinions	ELG: <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • 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. 	
Listening to what is read with understanding	Listen to a picture book that is age appropriate (repetitive)	Listens to a story and answers 'what' questions Joins in with stories and rhymes that they like	Asks and answers 'why' questions about a story that has been read to them	Remembers key points from a story told without prompts or pictures Laughs at funny jokes		
Listening and learning	Listens to songs with repetition and joins in	Learns songs as a whole class to present to others (nativity)	Learns rhymes and poems in small groups	Listens carefully to rhymes and songs paying attention to how they sound		
Listening to follow instruction	Follows one step instructions that is directed to them (name)	Follow two step instructions that involve prepositions	Can follow a series of instructions directed to them (name)	Can follow a series of instructions directed to them as a group (boys, girls)		
Understanding technology	Simple patterns (maths) iFindPatterns https://www.icompute-uk.com/resources/eyfs/unit-fs-7.html Games (phonics) https://www.phonicsplay.co.uk/resources Operates a CD player/Microsoft Media Player (play, pause)	Dressing teddy (Geography) iCanModel https://www.icompute-uk.com/resources/eyfs/unit-fs-21a.html Selecting tools for a purpose (iPad for games, camera for photos) Interested by technology	e-safety (SCARF) Shows an awareness of keeping safe online	Making an animation: iMakePixelArt decoding simple images by colouring pixels		

Progression of Knowledge and Skills - Communication & Language

Communication and Language: Speaking

ELG:

- 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.

Language of deduction:

I think ... because..., it is ... because..., it has... because..., Why do you think this is a...?, What can you see?, Why do you think ... happened?, ... happened because...

Language of opinion:

I like / I don't like..., it is good/nice/beautiful, it is not nice, 'What do you think?', I think..., I think it will...because..., I think...because..., I think that...,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Social Rules of speaking	Greets adults in the setting politely and looking at them Looks at someone when they are being spoken to	Uses manners when speaking to adults in the classroom setting		Using their manners when speaking to peers and other adults in the school environment	ELG: <i>Children at the expected level of development will:</i> <ul style="list-style-type: none"> • 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. 	
Sentence structure	Gives ideas, answers and thoughts in a complete sentence supported by an adult	Starting to link simple sentences Explains something using simple sentences	Asks questions to find out more, why and how?	Begins to use superlatives (e.g. big, bigger, biggest) Gives clear explanations Uses longer sentences with connectives (9+ words) Mostly uses correct tense Links thoughts to the topic of conversation Making links from original conversation to introduce new topic		
Vocabulary	Copies and practices and explores the meaning of new vocabulary taken	Uses new vocabulary/phrases in play and communication Uses language to create a story in imaginative play		Beginning to use and describe in past tense something that has happened Applies new vocabulary in their play/imaginary play and new contexts		

