



EYFS Progression of skills

Communication and Language (listening, Attention and Understanding + Speaking)

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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

	Attention, Listening and Understanding	Speaking
Pre-Nursery 0-3 years	<p>Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p> <p>Understand simple instructions like "give to mummy" or "stop".</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p>	<p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities.</p> <p>Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Use gestures like waving and pointing to aid communication.</p> <p>Copy your gestures and words.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy'.</p> <p>Can become frustrated when they are aware they can't make themselves understood.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Use the speech sounds p, b, m, w.</p> <p>Are usually still learning to pronounce:</p>



EYFS Progression of skills

Communication and Language (listening, Attention and Understanding + Speaking)

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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

	Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	- l/r/w/y - f/th - s/sh/ch/dz/j
	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	- multi-syllabic words such as 'banana' and 'computer'
Nursery 3-4 years	Attention and Listening	Speaking
	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p><i>I can play with sounds.</i></p>	<p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</p>
		<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Can the child answer simple 'why' questions</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</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>



EYFS Progression of skills

Communication and Language (listening, Attention and Understanding + Speaking)

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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>I enjoy listening to longer stories and to others in one-to-one or small groups, when conversation interests me.</p> <p>I show interest in play with sounds, songs and rhymes.</p> <p>I understands use of classroom utensils.</p> <p>I can begin to learn new vocabulary and use it.</p>	<p>I can follow directions (if not intently focused)</p> <p>I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>I can still listen or do but can change own focus of attention.</p> <p>I listen to familiar stories with increasing attention and recall.</p> <p>I am beginning to understand why and how questions.</p>	<p>I show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p> <p>I understand a range of complex sentence structures including negatives, plurals, and tense markers.</p> <p>I am beginning to understand humour, e.g., nonsense rhymes, jokes.</p>	<p>I respond to instructions with more elements.</p> <p>I can engage with non-fiction books.</p> <p>I listen and respond to ideas expressed by others in conversation or discussion.</p> <p>I can develop social phrases.</p> <p>I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>I am able to follow a story without pictures or props.</p> <p>I understand questions such as who; why; when; where and how.</p> <p>I use language to imagine and recreate roles and experiences in play situations.</p> <p>I connect one idea or action to another using a range of connectives.</p> <p>I link statements and stick to a main theme or intention.</p> <p>I use talk to help work out problems and organise thinking and activities</p>	<p>ELG: Listening, Attention and Understanding</p> <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. <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.



EYFS Progression of skills

Communication and Language (listening, Attention and Understanding + Speaking)

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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures

			<p>I show variability in listening behaviour.</p> <p>I can introduce a storyline or narrative into my play</p>	<p>I can use talk to organise, sequence and clarify thinking, ideas, feelings, and events.</p>	<p>explaining how things work and why things might happen.</p>	<p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <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>Listening and Attention</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>				<p>Speaking</p> <p>Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>		