EYFS Progression in Learning Framework

Communication and Language

Manor Park Primary School

Manor Park Primary School: Progression in Learning Framework - Communication & Language

EYFS Statutory Educational Programme. The curriculum needs to include:

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**

ELG: Listening, Attention & Understanding:

Children at the expected level of development will:

- **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 conversations when engaged in back-and-forth exchanges with their teacher and peers**

ELG Speaking:

Children at the expected level of development will:

- **Participate in small groups, 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**

Progression in Learning - Small steps - Nursery to KS1

	Nursery			Reception			Interface with KS1
	Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	
LISTENING ATTENTION & UNDERSTANDING	**Listens to other people's talk with interest, sometimes distracted**	**When hearing their name, can usually shift attention**	**Begins to be able to pay attention to more than one thing at a time**	**Can pay attention to more than one thing at a time**	**Understands how to listen carefully and that listening is important**	**Can listen out for instructions while busy with something else**	**Can concentrate on the person talking and ignore what is not relevant**
	Listens to and begins to pay attention to others **Listens within interest to new vocabulary, some specific to school eg 'group time', 'snack table'**	**Shows understanding of simple questions (through actions or words)**	**Shows understanding of some 'what' 'where' and 'why' questions - *why did the caterpillar get so fat?***	**Understands more complicated language - *'first' 'last' 'might' 'maybe'*** **Shows interest in new vocabulary, including words and phrases they may not have heard at home**	**Knows how words can describe sequences - *'first we are going to the shop, then we will play in the park'*** **Experiments with new and recently learnt vocabulary**	**Asks relevant questions and makes relevant comments in relation to what they have heard**	**Asks relevant questions to extend understanding and knowledge**
	Follows a simple instruction - *fetch your yellow socks*	**Follows a simple two part instructions eg *pick up your coat and hang it up***	**Follows two-part instructions reasonably well - *Get the scissors***	**Follows two-part instructions well - *Get me the scissors and***	**Begins to follow a longer list of instructions - *Wash your hands, then get your***	**Follows a longer list of instructions in a range of contexts**	**Understands instructions that show the order they have to do something, and**

			and some paper from the drawer please	*some blue paper from the drawer please*	*lunchbox and sit at the table with Sarah*		which might include time concepts
	Listens to simple stories, understands what is happening, with the help of the pictures, and talks about it Tries to join in with a range of songs and rhymes	Enjoys listening to longer stories, can remember some of what happens and talk about it Sings a range of songs and rhymes	Listens to a story or information text, talks about it and answers simple questions about it Sings a repertoire of songs	Listens to and talks about stories, building familiarity and understanding Retells deeply familiar stories, using some new vocabulary Engages in non-fiction books and story time	Enjoys listening to stories, non-fiction, songs and rhymes Makes up own stories Retells familiar stories using recently learnt vocabulary	Re-tells short stories in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary Talks about some new knowledge and vocabulary from books	Can use early story language when telling a story, in the correct sequence
SPEAKING	Sometimes uses talk in play	Uses talk in play	Uses sentences of 4-6 words	Describes events in some detail	Articulates thinking	Articulates ideas and thinking in well-formed sentences	Can describe, explain and narrate
	Uses vocabulary including descriptive language eg *now, later, over there, soap to wash my hands*	Asks questions using some question words Uses some school specific language eg *group time, book area*	Asks questions using a range of question words Continues to learn and use more new words	Answers simple 'why' questions Expands and uses new context specific vocabulary, including from school life	Answers 'when' and 'how' questions Continues to learn and use new vocabulary, including in stories and non-fiction texts, exploring meaning	Asks questions to find out and check understanding Continues to learn and use more words including in stories and non-fiction texts, asking what new words mean	Can find out things by asking how and why questions Uses relevant strategies to build their vocabulary
	May start a conversation with a trusted adult or child	Starts a conversation with adult or friend	Starts a conversation with an adult or friend and continues it for some turns	Develops some talk with others to help organise thinking, work out problems and explain	Uses talk with others to help work out problems and explain. Begins to express a viewpoint and disagree	Expresses a point of view, using words and actions Engages in sustained conversations with others	Articulates and justifies answers, arguments and opinions Begins to use appropriate registers in talk
	Begins to talk about what has already happened	Can talk about what already happened	Can link sentences using *'and', 'or' 'because'*	Is becoming confident in using the future tense in talk	Connects one idea to another using a range of connectives *'or' 'because'*	Uses the future and past tense, mostly consistently	Uses appropriate tenses and word order

	Talks with others – preferring adults and children most familiar to them	Talks with a growing range of other people	Enjoys talking and playing with other children or adults	Enjoys talking with others	Enjoys talking with others in a range of contexts and groups	Enjoys talking with others and joins in with group conversations and games	Maintains attention Participates actively in collaborative conversations
	Engages in own favourite make-believe play, some of which may be repetitive	Engages in a wider range of make-believe play and dressing up	Enjoys a wide range of make-believe play and dressing up	Uses talk to take on different roles in imaginative play	Can use talk to interact with and negotiate with others	Uses talk to interact and negotiate as part of extended conversations	Uses talk with others to explore real and imaginary ideas
	Is developing social phrases to help them in their play - *Can I play?*	Uses talk to organise their play - 'pretend we are in the park….	Uses talk to plan games with others, sustaining ideas for short periods	Uses talk to take part in a range of activities	Uses talk to organise their thinking	Uses talk to help work out problems	Uses talk to take part in a range of collaborative learning

Assessment: On track/not on track using best fit for each Milestone Descriptor – Communication & Language	
Milestone 1 Autumn	*I am interested in other people's talk, and I am beginning to pay attention to others but might get distracted. I listen with interest to new vocabulary, some specific to school. I can follow a simple instruction. I can listen to and talk about simple stories, and I try to join in with songs and rhymes.* *I sometimes use talk in play. I use vocabulary including descriptive language. I prefer to talk with a familiar and trusted adult or child. I am beginning to talk about what has already happened. I engage in my own favourite make-believe play, some of which may be repetitive. I use some social phrases to help me in my play.*
Milestone 2 Spring	*When hearing my name, I can usually shift attention. I show understanding of simple questions (through actions or words). I can follow a simple two-part instruction. I enjoy listening to longer stories, and I can remember some of what happens and talk about it. I can sing a range of songs and rhymes.* *I can use talk in play. I ask some questions. I use some school specific language. I can start a conversation with adult or friend. I can talk about what has already happened. I talk with a growing range of other people. I engage in a wider range of make-believe play and dressing up. I use talk to organise my play.*
Milestone 3 Summer	*I am beginning to be able to pay attention to more than one thing at a time. I show understanding of some 'what' 'where' and 'why' questions. I can follow two-part instructions reasonably well. I can listen to a story or information text, talk about it and answer simple questions about it. I can sing a repertoire of songs.* *I use sentences of 4-6 words. I ask questions using a range of question words. I continue to learn and use more new words. Starts a conversation with an adult or friend and continues it for some turns. I link sentences using 'and', 'or' 'because'. I enjoy talking and playing with other children or adults I enjoy a wide range of make-believe play and dressing up. I use talk to plan games with others, sustaining ideas for short periods.*
Milestone 4 Autumn	*I can pay attention to more than one thing at a time. I understands the language of 'first' 'last' 'might' 'maybe. I show interest in new vocabulary, including words and phrases I may not have heard at home. I follow two-part instructions well. I listen to and talk about stories, building familiarity and understanding. I retell deeply familiar stories, using some new vocabulary. I engage in non-fiction books and story time.* *I describe events in some detail. I answer simple 'why' questions. I expand and use new context specific vocabulary, including from school life. I use some talk with others to help organise thinking, work out problems and explain. I am becoming confident in using the future tense in talk. I enjoy talking with others. I use talk to take on different roles in imaginative play. I use talk to take part in a range of activities.*

Milestone 5 **Spring**	***I understand how to listen carefully and that listening is important. I know how words can describe sequences. I experiment with new and recently learnt vocabulary. I am beginning to follow a longer list of instructions. I enjoy listening to stories, non-fiction, songs and rhymes. I make up my own stories. I can retell familiar stories using recently learnt vocabulary.*** ***I articulate my thinking. I answer 'when' and 'how' questions. I continue to learn and use new vocabulary, including in stories and non-fiction texts, exploring meaning. I use talk with others to help work out problems and explain. I am beginning to express a viewpoint and disagree. I connect one idea to another using a range of connectives 'or' 'because'. I enjoy talking with others in a range of contexts and groups. I can use talk to interact with and negotiate with others. I use talk to organise my thinking.***
Milestone 6 **Summer**	***I can listen out for instructions while busy with something else. I ask relevant questions and makes relevant comments in relation to what I have heard. I follow a longer list of instructions in a range of contexts. I can re-tell short stories in the right order, with some exact repetition and some of my own words, and recently learnt vocabulary. I talk about some new knowledge and vocabulary from books.*** ***I articulate ideas and thinking in well-formed sentences. I ask questions to find out and check understanding. I continue to learn and use more words including in stories and non-fiction texts, asking what new words mean. I express a point of view, using words and actions. I engage in sustained conversations with others. I uss the future and past tense, mostly consistently. I enjoy talking with others and joining in with group conversations and games. I uses talk to interact and negotiate as part of extended conversation. I use talk to help work out problems.***