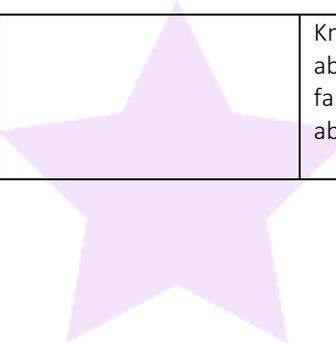


EYFS Communication and Language: Progression of Skills and Knowledge

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To use talk to organise themselves and their play.</p> <p>Pay attention to more than one thing at a time.</p> <p>Baseline checkpoint:</p> <p>Shifts from one task to another if an adult gains their attention.</p> <p>Shows that they understand action words by pointing to the right picture in a book.</p> <p>Can shift from one task to another when their attention is fully gained.</p> <p>Learns new vocabulary</p> <p>Uses new vocabulary through the day.</p>	<p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand a question or instruction that has two parts.</p> <p>Autumn 2 checkpoint:</p> <p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts.</p>	<p>Use longer sentences of four to six words.</p> <p>Use a wider range of vocabulary linked to new topic.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication, encouraging children to use plurals and irregular tenses correctly.</p> <p>Spring 2 Checkpoint:</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>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.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their pronunciation, encouraging children to use tricky sounds or multisyllabic words.</p>	<p>Understand 'why' questions, like "Why do you think the wheels on the bus are round?"</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>

				Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		
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End of Nursery checkpoint:

Uses sentences of four to six words.

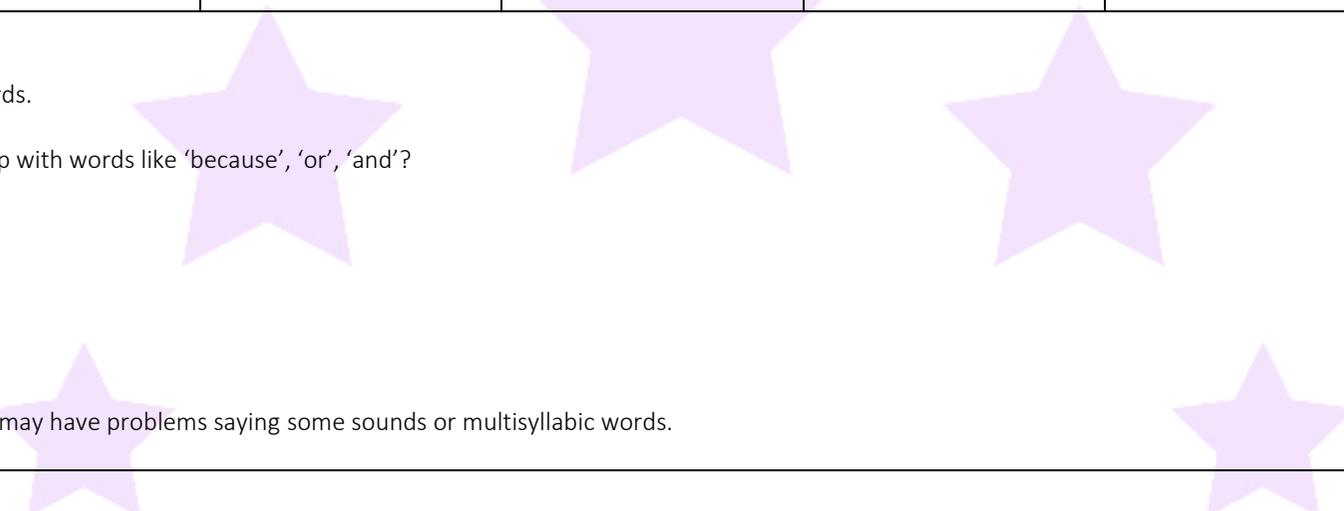
Uses sentences that are joined up with words like 'because', 'or', 'and'?

Use the future and past tense.

Answers simple 'why' questions.

Sings a large repertoire of songs.

Develop their pronunciation but may have problems saying some sounds or multisyllabic words.



SEATON
ACADEMY

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow directions.</p> <p>To talk in front of a small group.</p> <p>To talk to class teacher and familiar adults in the classroom.</p> <p>To learn and use new vocabulary linked to topic.</p> <p>Baseline Checkpoint:</p> <p>To use sentences of four to six words.</p> <p>To use sentences with words, like 'because', 'or', 'and'.</p> <p>To simple 'why' questions.</p> <p>Sing a large repertoire of songs.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p> <p>To answer questions in front of whole class.</p> <p>To learn and use new vocabulary linked to topic.</p> <p>Autumn 2 Checkpoint:</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>To ask questions to find out more.</p> <p>To understand a range of complex sentence structures.</p> <p>To answer questions in front of whole class.</p> <p>To learn and use new vocabulary linked to topic.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p> <p>To share their work to the class- standing up at the front.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p> <p>To learn and use new vocabulary linked to topic.</p> <p>Spring 2 Checkpoint:</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of conjunctions.</p>	<p>To understand questions such as who, what, where, when, why and how.</p> <p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p> <p>To talk to different adults around the school.</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses.</p> <p>To learn and use new vocabulary linked to topic.</p>

				<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	
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End Point:
ELG: Listening and Attention

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.

Speaking

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.



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