



St Maria Goretti EYFS progression of Communication and Language- Listening and Attention and Understanding, Speaking



Progression through EYFS- Communication and Language- Listening and Attention and Understanding, Speaking

Nursery (Blossoms) Communication and Language- Listening and Attention and Understanding, Speaking

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of pictures• Identify familiar objects and properties for practitioners when they are described, eg. 'Katie's coat', 'blue car'	<ul style="list-style-type: none">• Share picture books everyday with the children• Encourage them to talk about pictures in a story• Give children plenty of processing time (at least 10 seconds)- giving them time to understand what has been said to them and for them to think of a reply.
Spring Term	<ul style="list-style-type: none">• Shows an interest in what other children are playing and sometimes joins in.• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'	<ul style="list-style-type: none">• As above and....• Encourage play, adult to model playing alongside children 'thinking aloud'• Tell the children names of things they do not know and choose books that introduce interesting new vocabulary
Summer Term	<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of pictures• Understands simple questions about 'who', 'what', and 'where' (but generally not why)	<ul style="list-style-type: none">• As above and....• When appropriate, check children's understanding by asking them to point to particular pictures. Eg. "Can you show me the big boat?"

Nursery (Acorns) Communication and Language- Listening and Attention and Understanding, Speaking

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none">• Listens with interest to adults• Listens to a short story that interests them.• Interested in sounds and songs.	<ul style="list-style-type: none">• Have daily conversations with every child• Read and share stories with the children during the session• Sing songs and share poems



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	<ul style="list-style-type: none">• Focuses attention when their name is called.• Understands a simple sentence• Understands simple concepts such as fast/slow• Understands simple questions (who, what, where)• Can say a simple sentence but may mix up tenses and plurals.• Uses a sentence with 4 to 6 words	<ul style="list-style-type: none">• Phase 1 phonics• Modelling the correct tenses back to the children• Positive and meaningful interactions within play giving opportunities for back and forth conversations.• Playing listening games
Spring Term	<ul style="list-style-type: none">• Listens to adults and peers in a small group for a short amount of time.• Follows a simple instruction when their name is called.• Listens to familiar stories• Starts a conversation with an adult and a friend• Uses talk to organise themselves in their play• Understands the use of different objects (eg scissors, cutlery, pencils)• Uses talk to organise themselves in their play	<ul style="list-style-type: none">• As above and...• Give the children simple instructions• Encourage conversations with friends• Provide opportunities for the children to use a variety of equipment daily.• Model talk within play.
Summer Term	<ul style="list-style-type: none">• Listens to a story as a whole class• Can shift their attention from an activity they are enjoying to something else• Follow two part instruction• Listens and responds to a child in their play• Understands how and why questions• Understands simple prepositions	<ul style="list-style-type: none">• As above and...• Share books regularly as a whole class• Give two part instructions (at the end of the day for example)• Ask open ended questions• Provide opportunities for adults to engage in back and forth interactions.



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	<ul style="list-style-type: none">• Can start a conversation with an adult or a friend and continue it for many turns.• Uses a range of vocabulary based on their own experiences.• Joins up a sentence in two parts (using and or because for example).• Uses the correct tense some of the time.	<ul style="list-style-type: none">• Provide times for the children to talk about what they see, think, feel, hear.
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Reception Communication and Language- Listening and Attention and Understanding, Speaking

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none">• Listens to a story with increasing attention for a few minutes (may still fiddle and squirm!)• Can stop what they are doing on a signal most of the time.• Begins to ask question when the subject interests them• Understands that listening that listening carefully is important.• Be able to ask and answer questions• Uses familiar vocabulary through the day	<ul style="list-style-type: none">• Daily shared stories as a whole class and within play• Use a signal/sound for children to stop and listen to (eg wiggle your fingers etc).• Talking about and modelling good listening• Provide opportunities to ask questions as a class and within play
Spring Term	<ul style="list-style-type: none">• Listens to a story and recalls the main parts or a part they enjoyed.	<ul style="list-style-type: none">• As above and.....• Encourage children to join in with stories and talk about what has been read to them (and begin to talk about books they have read).



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	<ul style="list-style-type: none">• Stops what they are doing on a signal nearly always.• Asks a variety of questions in different contexts.• Begins to use new vocabulary when playing.• Talks in an organised sequence with intention	<ul style="list-style-type: none">• Introduce new vocabulary through play and through stories, songs and poems (poetry basket)• Provide opportunities for the children to talk about their interests (through play or specific sharing times).
Summer Term	<ul style="list-style-type: none">• Can retell a familiar story in their own words.• Listens to rhymes, songs and poems and talks about what they have heard and enjoyed.• Understands humour• Describes events in some detail• Uses talk to help work out problems and organise their thinking.• Uses new vocabulary throughout the day• Uses narrative and storylines in their play.• Articulates ideas in well-formed sentences most of the time.• Connects one idea to another when speaking.	<ul style="list-style-type: none">• As above and....• Model story sequences and retelling of familiar stories.• Share rhymes, songs, poems regularly giving opportunities for children to discuss them.• Regularly introduce new vocabulary as part of the day/play/interest.• Provide time for the children to speak, listening to what they are saying and responding with new vocabulary, ideas and suggestions



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Children at the expected level of development will: - 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.

Statutory ELG: Speaking

Children at the expected level of development will: - 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.

Educational Programme: Communication and Language

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.