



Communication and Language Knowledge and Skills Progression in Reception

	Pre-Reception Baselines At age 3-4	Autumn Term	Spring Term	Summer Term
Listening, Attention and Understanding (*English, PSHE, Science)	<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>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”</p> <p>Understand ‘why’ questions like: “Why do you think the caterpillar got so fat?”</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>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Contributes relevant comments in small group interactions.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</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>Learn rhymes, poems and songs.</p> <p>Responds to instructions with relevant actions</p> <p>Can listen in a large group or whole class activity, responding with relevant comments</p>	<p>Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p> <p>Engage in back and forth conversation with familiar adults and peers.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>ELG Listening Attention and Understanding</u></p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> </div>
Speaking (*English, PSHE)	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as “runned” for “ran”.</p> <p>Develop their pronunciation but may have problems saying: Some sounds: r,j,th,ch and sh Multisyllabic words</p> <p>Be able to express a point of view and to debate when they disagree with an adult or 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 new vocabulary through the day.</p> <p>Develop social phrases.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Offer ideas in one-to-one discussions.</p> <p>Uses plurals and some tenses correctly.</p>	<p>Connect one idea or action to another using a range of connectives.</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>Participate in small group discussions, offering their own ideas</p> <p>Use talk to support their imaginative play</p>	<p>Use new vocabulary in different contexts</p> <p>Describe events in some detail.</p> <p>Use of past, present and future tenses when talking in full sentences</p> <p>Participate in class group discussions, offering their own ideas and expressing feelings</p>



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	<p>Use talk to organise themselves and their play. "Let's go on a bus... you sit there... I'll be the driver."</p>			<p><u>ELG Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</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>
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**National Curriculum subjects matched to the areas of learning in the EYFS (laying the foundations)*