Communication, Language and Literacy Early Years Progression

Communication and Language			
Development Matters 2020 (Non-Statutory Curriculum Guidance) Nursery: 2- 3years	**Development Matters 2020 (Non-Statutory Curriculum Guidance) Pre-School: 3 – 4 years**	**Development Matters 2020 (Non-Statutory Curriculum Guidance) Reception**	**EYFS ELG End of Reception**
Listening, attention and understanding ▪ Generally focus on an activity of their own choice and find it difficult to be directed by an adult. ▪ Listen to other people's talk with interest but can easily be distracted by other things. ▪ Make themselves understood and can become frustrated when they cannot. ▪ Start to say how they are feeling, using words as well as actions. ▪ Start to develop conversation, often jumping from topic to topic. ▪ Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. ▪ Follow instructions with three key words like: "Can you wash dolly's face?"	**Listening, attention and understanding** • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	**Listening, attention and understanding** • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • 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	**Listening, attention and understanding** • 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 ▪ Use the speech sounds p, b, m, w. ▪ Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer ▪ Use around 300 words ▪ Include descriptive language. ▪ Link up to 5 words together?	**Speaking** • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as	**Speaking** •. Use new vocabulary through the day. • 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.	**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,

▪ Use pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under')	'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	• 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. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • 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	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
Reading			
Comprehension ▪ Enjoy songs and rhymes, tuning in and paying attention. ▪ Say some of the words in songs and rhymes. ▪ Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing	**Comprehension** • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Engage in extended conversations about stories, learning new vocabulary	**Comprehension** • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

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Word Reading ▪ Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo	**Word Reading** • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	**Word Reading** • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words	**Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word
Writing			
Writing ▪ Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo ▪ Enjoy drawing freely. ▪ Add some marks to their drawings, which they give meaning to. For example: "That says mummy." ▪ Make marks on their picture to stand for their name.	**Writing** • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately	**Writing** • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense	**Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others