**EYFS Communication &Language at West Kidlington Primary School and Nursery 2023-2024: Curriculum Progression**

***Statutory Requirement***

*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*

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| Five square speech bubbles in color | **Nursery** | **Reception** | **Year 1** |
| **Listening & Attention** | Look at who is speaking to themIdentify different environmental soundsListen out for subtle sounds and changes in theseListen to a variety of stories and respond to questions, musings and thought provoking ideasListen to a variety of length of storyListen to, recall and repeat rhymes and poetryPay attention to one thing as a time and learning to distract from other environmental soundsUnderstand questions and conversationsBuild vocabulary through conversation, books and poetry and rhymeDistinguish between similar sounding words and names eg bakers shop/ bacon shop; day/ dame; Sing songs (Link to music)Listen to their peers in playListen as part of a group and follow any line of enquiry or instruction; no longer relying on having an individual instruction | Children will be able to understand how to listen carefully and know why it is important. Maintain attention in whole class and small group work. Listen more attentively to others. Engage in stories that are familiar and new with enjoyment and interest. Know that maintaining attention is important to help me with my learningListen to and talk about stories to build up familiarity and understanding.Children will retell a story and follow a story without pictures or props.Children will be able to understand a question such as who, what, where, when, why and how.Children will be able to have conversations with adults and peers with back-and-forth exchanges. | National Curriculum Pupils should build on the oral skills that have taught in preceding year. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.Cross curricular link EnglishBook talkPartner talk across all subjectsReading and comprehensionCross curricular Singing for key vocabularyDays of the week songMonths of the yearMaths songsKey vocabulary within topics |
| **Speaking** | Listen to a variety of stories and respond to questions, musings and thought provoking ideasListen to, recall and repeat rhymes and poetryAsk questionsDevelop pronunciation and hear correct grammar Use and repeat phrases and sentenceComplete familiar phrases and sentencesTalk to their peer while in play to suggest ideas and explainExplain feelings, incident, disagreementsSuggest solutionsSay their wants and needsUse widening vocabularySpeak in longer sentences to at least 6 wordsHold a conversationMake requestsRetell a significant personal eventEnjoy talking about books and eventsSay please and thankyouGive at least a two word answer at snack timeJoin in with simple phrase from a bookTalk about the marks they make and what they are doingTalk about characters in books |  Children will talk in front of small groups and their teacher offering their own ideas. They will use puppets and picture prompts to retell parts of a story using full sentences.To learn social phrases.Children will learn to ask questions to find out more.To participate in back-and-forth conversations with adults and peers. To confidently use talk partnersTo use new vocabulary.To use intonation to make meaning clear to others. Demonstrate use of past tenses verbs, such as “ran” or “fell” but still may get confused. Children will talk in sentences using conjunctions, e.g. and, because. Children will use the correct tense. Use of tier 2 vocabulary.Demonstrate use of past tenses verbs, such as “ran” or “fell”Children will engage in non-fiction books and to use new vocabulary in different contexts. Sentences are longer and more detailed. They will begin to express an opinion with a reason.Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. They will talk to different adults in our school and community.Recount an event with the correct order and give some detail that they know are important to the listener e.g. Sue fell over that block and Tim pushed her. Know they can use language to reason and persuade e.g. “Can I go outside because it has stopped raining”To consistently use vocabulary taught in topic sessions from tier 1 and 2 and sometimes tier 3.Children will use talk in sentences using a range of tenses. |  |