

EYFS Communication and Language Knowledge Progression at Pickhill CofE VC Primary School

Our School Vision

"Let your Light shine!" We aim for our children to be aspirational, loving and resilient.

Communication and Language

Vision Links

Resilience: When we find it difficult to communicate, we try not to get frustrated and keep trying

Aspirational We enjoy exploring books, rhymes, poems and songs and finding out the meaning of new vocabulary. We share and work towards our aspirations.

Loving: We use our communication skills to support us in being kind to others.


Foundation Stage
Nursery- 3-4 year olds
Reception- 5-6 year olds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Sing a large repertoire of songs</p> <p>Understands different situations – able to follow routine events and activities using nonverbal cues</p> <p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Learns new words very rapidly and is able to use them in communicating</p> <p>Understands simple sentences (e.g. Throw the ball)</p> <p>Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p> <p>Identifies action words by following simple instructions, e.g. Show me jumping</p>	<p>Pay attention to more than one thing at a time e.g. When asked to listen when playing Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Talk about familiar books Pays attention to own choice of activity, may move quickly from activity to activity</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understands who, what, where in simple questions</p> <p>Retell a longer story</p>	<p>Use longer sentences of four to six words.</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>Use language to discuss future experiences e.g. I am going to the park</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend.</p> <p>Use sentences joined up with words like 'because', 'or', 'and'</p> <p>Use the regular past tenses and some irregular tenses correctly e.g. I swam, I ran</p>
<p>Understand how to listen carefully</p> <p>New vocabulary is exposed and children are encouraged to repeat the vocabulary</p> <p>Respond to social phrases used by others</p> <p>Engage in storytimes</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>Understand why listening is important</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p>	<p>Listen carefully during adult-led parts of the school day</p> <p>Use new vocabulary with support</p> <p>Independently use social phrases appropriately</p> <p>Articulate their ideas and thoughts in wellformed sentences</p>	<p>Listen carefully to their peers</p> <p>Retell a story that they are deeply familiar with, with exact repetition.</p> <p>Listen to selected nonfiction</p> <p>Use talk to help work out problems and organise thinking and activities</p>	<p>Use new vocabulary through the day</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Describe events in some detail</p> <p>Independently choose non-fiction texts to explore</p>	<p>Use new vocabulary in different contexts</p> <p>Retell a story that they are deeply familiar with, in their own words.</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to explain how things work and why they might happen</p>

ELGs

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

- *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*