

## Progression of skills

### EYFS

#### Communication and Language Development

##### Listening and Attention



|                      | <u>3-4 Years</u>                                                                      | <u>Reception</u>                                                                     | <u>ELG</u>                                                                                                       |
|----------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Listening to Stories | Enjoy listening to longer stories and can remember much of what happens.              | Engage in story times and listen carefully to stories, rhymes and non-fiction texts. | Listen attentively and respond to what they hear with relevant comments, questions and actions.                  |
| Sustained Attention  | Pay attention to more than one thing at a time, although this may still be difficult. | Maintain attention during adult-led activities and discussions.                      | Give focused attention to what the teacher says, responding appropriately even when engaged in another activity. |
| Group Listening      | Join small-group activities with support.                                             | Listen appropriately during whole-class and small-group learning.                    | Participate successfully in class discussions and group interactions.                                            |
| Auditory Memory      | Recall key events from familiar stories.                                              | Remember and discuss information from stories, rhymes and discussions.               | Recall and respond to information heard during learning and discussions.                                         |
| Active Listening     | Begin to stop and listen when prompted.                                               | Understand why listening is important and use listening skills appropriately.        | Demonstrate active listening independently across a range of situations.                                         |

## Understanding

|                          | <u>3-4 Years</u>                                                         | <u>Reception</u>                                                    | <u>ELG</u>                                                          |
|--------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------|
| Following Instructions   | Follow instructions containing two parts.                                | Follow instructions with increasing complexity.                     | Follow instructions involving several ideas or actions.             |
| Understanding Questions  | Answer simple questions about experiences and stories.                   | Ask and answer questions to support understanding.                  | Respond appropriately to questions and discussions.                 |
| Understanding Vocabulary | Understand a wider range of vocabulary through conversation and stories. | Learn and use new vocabulary throughout the day.                    | Understand and apply recently introduced vocabulary independently.  |
| Understanding Concepts   | Understand simple concepts such as size, position and time through play. | Understand increasingly complex language linked to learning.        | Apply understanding across different contexts and curriculum areas. |
| Understanding Why        | Answer simple "why" questions.                                           | Discuss reasons and explanations linked to stories and experiences. | Demonstrate understanding by explaining ideas and reasoning.        |

## Vocabulary Development

|                        | <u>3-4 Years</u>                                             | <u>Reception</u>                                                 | <u>ELG</u>                                                       |
|------------------------|--------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|
| Everyday Vocabulary    | Use a growing range of everyday vocabulary.                  | Use newly taught vocabulary in conversation and learning.        | Apply recently introduced vocabulary independently.              |
| Story Vocabulary       | Learn new words through books and storytelling.              | Use vocabulary from stories when retelling and discussing texts. | Use story vocabulary confidently when explaining and discussing. |
| Topic Vocabulary       | Begin to use topic-specific vocabulary introduced by adults. | Use vocabulary linked to curriculum topics and experiences.      | Apply subject-specific vocabulary accurately across learning.    |
| Descriptive Vocabulary | Use simple words to describe people, objects and events.     | Use increasingly precise vocabulary to describe experiences.     | Select vocabulary effectively to communicate meaning.            |

## Speaking

|                 | <u>3-4 Years</u>                                                              | <u>Reception</u>                                                              | <u>ELG</u>                                                 |
|-----------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------|
| Sentence Length | Use sentences containing four to six words.                                   | Use well-formed sentences to communicate ideas.                               | Use full sentences consistently.                           |
| Grammar         | Develop use of plurals, tenses and pronouns, although errors may still occur. | Use increasingly accurate grammar when speaking.                              | Use past, present and future tenses appropriately.         |
| Connectives     | Begin joining ideas using simple language.                                    | Connect ideas using a range of connectives such as and, because, so and then. | Extend ideas using conjunctions appropriately.             |
| Clarity         | Speak clearly enough to be understood by familiar adults.                     | Articulate ideas clearly and confidently.                                     | Communicate effectively with adults and peers.             |
| Confidence      | Speak in familiar situations.                                                 | Contribute to class discussions and group activities.                         | Participate confidently in a range of speaking situations. |

## Conversation Skills

|                         | <u>3-4 Years</u>                            | <u>Reception</u>                             | <u>ELG</u>                                               |
|-------------------------|---------------------------------------------|----------------------------------------------|----------------------------------------------------------|
| Initiating Conversation | Start conversations with adults and peers.  | Initiate conversations independently.        | Engage confidently in discussions with adults and peers. |
| Turn Taking             | Take turns in conversation with support.    | Take turns appropriately during discussions. | Sustain reciprocal conversations.                        |
| Responding to Others    | Respond to comments and questions.          | Build upon what others have said.            | Hold back-and-forth conversations successfully.          |
| Social Phrases          | Use familiar greetings and polite language. | Develop a wider range of social phrases.     | Use language appropriately across different situations.  |

## Story Language and Retelling

|                      | <u>3-4 Years</u>                           | <u>Reception</u>                            | <u>ELG</u>                                               |
|----------------------|--------------------------------------------|---------------------------------------------|----------------------------------------------------------|
| Familiar Stories     | Know and talk about familiar books.        | Discuss stories in detail.                  | Demonstrate understanding of stories through discussion. |
| Retelling            | Retell parts of familiar stories.          | Retell stories using their own words.       | Retell narratives using recently introduced vocabulary.  |
| Sequencing           | Recall some events in stories.             | Sequence main events accurately.            | Explain story events in logical order.                   |
| Repetition and Rhyme | Join in with repeated refrains and rhymes. | Use repeated story language when retelling. | Apply story language independently.                      |

## Communication for Thinking and Learning

|                 | <u>3-4 Years</u>                                        | <u>Reception</u>                                    | <u>ELG</u>                                               |
|-----------------|---------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------|
| Organising Play | Use talk to organise play and roles.                    | Use language to plan activities and solve problems. | Use language to support learning across the curriculum.  |
| Explaining      | Explain simple ideas and experiences.                   | Explain how things work and why things happen.      | Offer explanations using recently introduced vocabulary. |
| Predicting      | Suggest what might happen next during stories and play. | Make predictions and explain reasoning.             | Explain thinking and reasoning clearly.                  |
| Problem Solving | Use talk during practical problem-solving activities.   | Discuss possible solutions to problems.             | Use language effectively to reason and solve problems.   |