



## Progression of skills for Communication and Language from F1 through to Y1

### LISTENING, ATTENTION AND UNDERSTANDING ELG

1. 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.

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
Turn towards familiar sounds. Gaze at faces, copying facial expressions and movements. Make eye contact for longer periods Watch someone's face as they talk Enjoy singing, music and toys that make sounds Recognise and are calmed by a familiar, friendly voice Listen and respond to a simple instruction	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 Understand a question or instruction with two parts. Understand "Why" questions	Understand how to listen carefully and why listening is important Ask questions to find out more and to check what has been said to them. Listen carefully to rhymes and songs Learn rhymes, poems and songs	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.	Listen and respond appropriately to adults and their peers

<p>Make sounds to get attention in different ways, e.g. crying when hungry</p> <p>Understand single words in context e.g. cup</p> <p>Understand frequently used words such as 'all gone'</p> <p>Understand simple instructions e.g. 'stop'</p> <p>Recognise and point to objects if asked about them</p> <p>Generally focus on an activity of their choice and find it difficult to be directed by an adult</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures</p> <p>Identify familiar objects and properties for practitioners when they are described e.g. 'Katie's coat', 'blue car' etc</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p>		<p>Engage in non-fiction Books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p>		
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2. Make comments about what they have heard and ask questions to clarify their understanding.

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
Turn towards familiar sounds	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	Ask questions to find out more and to check what has been said to them. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell a story once they have developed familiarity with the text ( some own words / some direct repetition) Engage in non fiction books	Make comments about what they have heard and ask questions to clarify their understanding.	Ask relevant questions to extend their understanding and knowledge

3. Hold conversation when engaged in back and forth exchanges with their teacher and peers.

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
Copy what adults do, 'taking turns' in conversations (babble) and activities Start to develop conversation, often jumping from topic to topic	Develop communication	Articulate ideas and thoughts in well formed sentences. Talk about stories to build familiarity and understanding. Engage in non fiction books	Hold conversation when engaged in back and forth exchanges with their teacher and peers.	Articulate and justify answers, arguments and opinions

		Listen to and talk about selected non – fiction to develop a deep familiarity with new knowledge and vocabulary		
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## **SPEAKING ELG**

1. Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
Make sounds to get attention in different ways, e g crying when hungry	Use a wider range of vocabulary  Know many rhymes, be able to talk about familiar	Ask questions to find out more and to check that they understand what has been said to them	Participate in small group, class and one to one discussions, offering their own ideas,	Participate in discussions, presentations, performances,

<p>Reach or point to something they want while making sounds Copy gestures and words Constantly babble and use single words during play Use intonation, pitch and changing volume when talking Can become frustrated when they can't make themselves understood Use the speech sounds p,b,m and w Usually still learning to pronounce: l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'</p>	<p>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 'runned' for ran, 'swimmed' for swam May have problems saying : - some sounds – r,j,th,ch,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 *</p>	<p>Learn rhymes, poems and songs</p>	<p>using recently introduced vocabulary</p>	<p>roleplay/improvisations and debates</p>
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2. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
<p>Start to say how they are feeling using words as well as actions</p> <p>Start to develop conversation, often jumping from topic to topic</p> <p>Develop pretend play: 'putting the baby to sleep', 'driving the car to the shops'</p>	<p>Use a wider range of vocabulary</p> <p>Use longer sentences of four to six words</p>	<p>Use new vocabulary through the day</p> <p>Describe events in some detail</p> <p>Develop social phrases</p> <p>Use new vocabulary in different contexts</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>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>

2. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses making use of conjunctions with modelling and support from their teacher

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1

<p>Use gestures such as waving and pointing to communicate</p>	<p>Can start a conversation with an adult or a friend and continue it for many turns Use talk to organize themselves and their play: "Let's go on a bus...you sit there...I'll be the driver"</p>	<p>Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Use talk to help work out problems and organize thinking and activities explain how things work and why things might happen</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses making use of conjunctions with modelling and support from their teacher</p>	<p>Speak audibly and fluently with an increasing command of Standard English.</p>
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