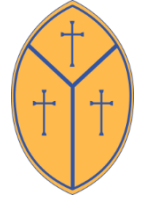




# Cookridge Holy Trinity C of E Primary School – EYFS Progression



## Communication and Language

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.

### Prior Learning (Development Matters 3-4)

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a questions or instruction that has two parts.
- Understand ‘why’ questions.
- 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
- Develop pronunciation but may have problems saying: r, j, th, ch, and sh and multi-syllabic words.
- Use longer sentences of four to six words.

Reception – Autumn 1	Reception – Autumn 2	Reception – Spring 1	Reception – Spring 2	Reception – Summer 1	Reception – Summer 2
<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To follow simple /instructions.</p> <p>To engage in storytimes.</p> <p>To learn new vocabulary.</p> <p>To talk to class teachers and in front of a small groups, offering their own ideas.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>To understand how to listen carefully and why it is important.</p> <p>To begin to understand how and why questions.</p> <p>To follow instructions.</p> <p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To answer questions.</p> <p>To use new vocabulary throughout the day</p>	<p>To listen attentively, maintaining focus.</p> <p>Respond to what they have listened to.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>To follow instructions with more than one step.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they developed a deep familiarity with the text</p> <p>To engage in non-fiction books.</p> <p>To begin to understand humour and social phrases.</p> <p>To understand a range of complex sentences structures.</p> <p>To talk in sentences using conjunctions.</p>	<p>To listen attentively in a range of situation, one to one, small group and whole class.</p> <p>To follow instructions with more than one step.</p> <p>Retell the story, once they developed a deep familiarity with the text, some as exact and some in their own words</p> <p>To follow a story without pictures or props.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>To share their work/ideas with the class.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p>	<p>To listen attentively in a range of situation, one to one, small group and whole class.</p> <p>To understand questions such as who, what, where, when, why and how.</p> <p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feeling and events.</p> <p>Articulate their ideas and thought in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To listen attentively in a range of situation, one to one, small group and whole class.</p> <p>To have conversations with adults and peers with back and forth exchanges.</p> <p>To talk about why things happen, using newly introduced vocabulary.</p> <p>Articulate their ideas and thought in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

Early Learning Goals	Cookridge Holy Trinity – Curriculum Goals
<p><b><u>ELG: Listening, Attention and Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>ELG: Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• 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.</li> </ul>	<p><b><u>To become a Communicator</u></b></p> <ul style="list-style-type: none"> <li>• To actively listen in a range of situations.</li> <li>• To converse with adults and children.</li> <li>• To ask relevant questions.</li> <li>• To express knowledge, ideas and feelings.</li> <li>• To use new vocabulary</li> </ul> <p><b><u>To become a Bookworm</u></b></p> <ul style="list-style-type: none"> <li>• To develop a lifelong love of reading.</li> <li>• To use new vocabulary to talk about what they have read or what has been read to them.</li> <li>• To demonstrate an understanding of what has been read to them by retelling stories and anticipating key events.</li> <li>• To read words and simple sentences including digraphs and common exception words that they have learnt.</li> <li>• To experience a range of stories, developing their understanding of the diverse world we live in, including the past.</li> </ul>

### Future Learning – Year 1

- Listen and respond appropriately to adults and peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.
- Speak audibly and fluently with an increasing command of standard English.
- Participate in discussion, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.
- Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently;
- being encouraged to link what they read or hear to their own experiences;
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- Recognising and joining in with predictable phrases;
- Learning to appreciate rhymes and poems, and to recite some by heart;
- Discussing word meanings, linking new meanings to those already known.
- Drawing on what they already know or on background information and vocabulary provided by the teacher;
- Checking that the text makes sense to them as they read and correcting inaccurate reading;
- Discussing the significance of the title and events;
- Making inferences on the basis of what is being said and done;
- Predicting what might happen on the basis of what has been read so far;
- Participating in discussions about what is read to them, taking turns and listening to what others say;
- Explaining clearly their understanding of what is read to them.