



Progression of learning/skills in the area of Communication and Language

Learning	Nursery skills	End of Autumn Term:	End of Spring Term	End of Summer Term	ELG	Essential Learning Skills / Prior to Year 1
<p>Listening, attention and understanding</p>	<p>Understands questions or instructions that have two parts, such as "Get your coat and wait at the door."</p> <p>Able to talk about rhymes and books that he/she is familiar with.</p> <p>Listens attentively and responds to what he/she hears</p> <p>-Sit and listen for a short while in a large group</p> <p>-Answer a simple question about a story e.g. Whose porridge did Goldilocks enjoy?</p> <p>-Sequence up to three pictures to retell a story/event</p> <p>-</p> <p>Join in with repeated parts of a story e.g. 'Run, run, as fast as you can...'</p>	<p>Follow instructions involving two parts</p> <p>Be able to sit and listen for up to 10 minutes and engage with the learning taking place</p> <p>Sequence an event/story with up to 3 pictures</p> <p>Join in with repeated parts of a story</p> <p>Follow instructions involving a proposition e.g. stand behind your chair, put the cup under the table etc.</p> <p>Learn rhymes, poems and songs.</p>	<p>Be able to sit and listen for longer in class</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Sequence a story/event with up to 4 parts</p> <p>Understand what has been read by responding appropriately (link to reading comprehension)</p> <p>Understand the purpose of a question</p> <p>Begin to ask appropriate questions to find out information</p> <p>Engage in non-fiction books.</p>	<p>Be able to sit and listen for longer in a range of situations e.g. class carpet times, story times and whole school worship</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Understand what has been read by responding appropriately (link to reading comprehension)</p> <p>Ask appropriate questions of others</p> <p>Ask others questions</p> <p>Engage in back-and-forth conversation</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>ELG: 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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Listening and Attention: Consistently and independently follow instructions containing 2- 3 parts</p> <p>To be able to ask relevant questions and be able to respond appropriately to teacher asked questions</p>

	<p>Understand/use prepositions</p> <p>-Listen attentively and respond to what is heard</p>					
Speaking	<p>Uses longer sentences of 4 -6 words.</p> <p>Uses talk to organise play and self: "Let's go on a bus, you sit there, I will be the driver."</p> <p>Retell a past event e.g. something that has happened to us</p> <p>Speak in 4-6 word sentences</p> <p>Confidently communicate with children and adults</p> <p>Clear pronunciation of sounds</p>	<p>Volunteer ideas, thoughts and answers in small group situations</p> <p>Use recently introduced vocabulary in activities and in play</p> <p>Speak in more than 6 words</p> <p>Respond appropriately to questions asked by adults</p>	<p>Volunteer ideas, thoughts and answers in large group situations</p> <p>Use recently introduced vocabulary in activities and in play</p> <p>Build on attained speaking skills</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Volunteer ideas, thoughts and answers in large group situations</p> <p>Use recently introduced vocabulary in activities and in play</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Build on attained speaking skills</p> <p>Engage in back-and forth conversation</p>	<p>ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</p> <p>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</p>	<p>Spoken Language (English): Participate in discussions, listening to others and taking turns to speak, responding accordingly to what has been said</p> <p>Speak in grammatically accurate sentences e.g. suffixes -ing and -ed past and present tense, singular and plural Begin to use newly encountered vocabulary in conversation</p>