

EYFS Communication and Language Progression Grid



Taught in 2 Year Provision and recapped in R3 and FS1	Taught in Rising Threes and FS1 and recapped in FS2	Taught in FS2	ELG	Y1 Link
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***See also Literacy Progression Grid for Comprehension regarding Stories, Recall and Sequencing and Vocabulary**

		<u>Steps of Progress</u>			<u>ELG</u>	<u>Y1 Links</u>
<u>Listening, Attention and Understanding</u>	<u>Listening and Attention</u>	<p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult (DM).</p> <p>Listen to other people's talk with interest but can easily be distracted by other things (DM).</p>	<p>Pay attention to more than one thing at a time, which can be difficult (DM).</p> <p>Respond appropriately during a conversation.</p>	<p>Understand how to listen carefully and why listening is important (DM).</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound (DM).</p>	<p>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>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Listen and respond appropriately to adults and their peers.</p>
<u>Listening, Attention and Understanding</u>	<u>Understanding -Key Word Level</u>	<p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple' (DM).</p> <p>Understand instructions at one-two key word level.</p>	<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat' (DM).</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" (DM).</p> <p>Understand instructions at two-three key word level.</p>	<p>Understand instructions at four key word level.</p>	AA	

<u>Listening</u> g, Attention on and Understanding	<u>Understanding</u>	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') (DM).	To understand how and why questions.		
<u>Listening, Attention and Understanding</u>	<u>Understanding – Wellcomm. Aspects</u>	Follows instructions out of routine. Remember two items correctly. Understands the negative 'no'. Understands 'in' and 'under'. Able to repeat back two words.	Understands pronouns 'he' and 'she'. Understands prepositions 'in front' and 'behind'. Understands the negative 'isn't'. Understands what we hear, see and smell with. Understands 'many' and 'few'. Understands 'long' and 'short'. Understands 'first and last'.	Understands 'when' questions. Understands the concept 'after'. Understands the concept 'either'. Answers 'why' questions correctly. Can make simple predictions.	
<u>Speaking</u>	<u>Speech Sounds</u>	Use the speech sounds p, b, m, w. Pronounce: <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer' (DM). 	Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' (DM). 		Speak audibly and fluently with an increasing command of Standard English.
<u>Speaking</u> g	<u>Social Phrases</u>	Begin to say 'hello' and 'goodbye' to greet people.	Use 'please' and 'thank you'.	Use 'excuse me' to gain attention. Develop social phrases (DM).	

Speaking

Conversation, including KWL

Make themselves understood and can become frustrated when they cannot (DM).
 Start to develop conversation, often jumping from topic to topic (DM).
 Start to say how they are feeling, using words as well as actions (DM).

Start a conversation with an adult or a friend and continue it for many turns (DM).
 Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'(DM).
 Use longer sentences of four to six words (DM).
 Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (DM)
 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 (DM).

Describe events in some detail (DM).
 Articulate their ideas and thoughts in well-formed sentences (DM).
 Connect one idea or action to another using a range of connectives (DM).
 Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (DM).

AA
 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 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.
 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Pupils should be taught to:
 Ask relevant questions to extend their understanding and knowledge.
 Articulate and justify answers, arguments and opinions.
 Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
 Participate in discussions, 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.

<u>Speaking</u>	Wellcomm Aspects	<p>Uses words and gestures to request items. Uses action words. Uses the word 'in'. Uses word ending 'ing'. Ues 'I' to refer to themselves. Joining three words together. Uses the word 'under'. Uses 'what' and 'where' questions. Identifies objects by their function. Uses plurals.</p>	<p>Uses three to five words together. Uses regular past tense. Uses comparatives e.g. longer. Gives opposite words. Uses the pronouns 'his' and 'her' correctly. Uses the word 'because' to join sentences.</p>	<p>Uses 'in front' and 'behind'. Uses the emotion words 'angry' and 'scared'. Uses the correct word ending 'est'. Can say the days of the week in sequence. Uses future tense.</p>		
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