

**Communication and Language Progression of Skills and Knowledge  
Listening & Attention**

	<b>Caterpillars 2- 3 year olds</b>	<b>Butterflies 3- 4 year olds</b>	<b>Reception 4-5 year olds</b>	<b>ELG checkpoint</b> Children at the expected level of development will
	<ul style="list-style-type: none"> <li>Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations</li> <li>Pays attention to own choice of activity, may move quickly from activity to activity</li> <li>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</li> <li>Listens with interest to the noises adults make when they read stories</li> <li>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</li> <li>Shows interest in play with sounds, songs and rhymes</li> <li>Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus</li> </ul>	<ul style="list-style-type: none"> <li>Focusing attention – can still listen <b>or</b> do, but can change their own focus of attention</li> <li>Is able to follow directions (if not intently focused)</li> <li>Listens to familiar stories with increasing attention and recall</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>Listens to others in one-to-one or small groups, when conversation interests them</li> </ul>	<ul style="list-style-type: none"> <li>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul>	<p><b>Statutory ELG: Listening, Attention and Understanding</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>Statutory ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
<b>Key vocabulary</b>				
<b>Key visitors / visits / experiences</b>	<ul style="list-style-type: none"> <li>Listen for sounds when on a walk or in the setting</li> <li>Listening and joining in with Nursery Rhymes</li> <li>Phase 1 LW listening activities</li> </ul>	<ul style="list-style-type: none"> <li>Joining in with a range of Nursery and action rhymes</li> <li>Listening for and joining in with repeated refrains</li> <li>Encouraged to think about what happens next in a story</li> <li>Phase 1 LW listening activities</li> </ul>	<ul style="list-style-type: none"> <li>Encouraged to think about what happens next in a story</li> <li>Learn a range of poems and songs, including Poetry basket poems</li> </ul>	
<b>What is this the foundation for?</b>	<p>In year one children will:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>			

**Communication and Language Progression of Skills and Knowledge  
Understanding**

	<b>Caterpillars 2- 3 year olds</b>	<b>Butterflies 3- 4 year olds</b>	<b>Reception 4-5 year olds</b>	<b>ELG checkpoint</b> Children at the expected level of development will
	<ul style="list-style-type: none"> <li>Understands simple sentences (e.g. <i>Throw the ball</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to understand more complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to ideas expressed by others in conversation or discussion</li> <li>Understands questions such as <i>who; why; when; where</i> and <i>how</i></li> </ul>	<p><b>Statutory ELG: Listening, Attention and Understanding</b></p>

	<ul style="list-style-type: none"> <li>Understands different situations - able to follow routine events and activities using nonverbal cues</li> <li>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</li> <li>Identifies action words by following simple instructions, e.g. <i>Show me jumping</i></li> <li>Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Understands who, what, where in simple questions (e.g. <i>Who's that? Who can? What's that? Where is</i>)</li> <li>Understands use of objects (e.g. <i>Which one do we cut with?</i>)</li> <li>Beginning to understand <i>why</i> and <i>how</i> questions</li> <li>Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i></li> <li>Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture</li> </ul>	<ul style="list-style-type: none"> <li>Able to follow a story without pictures or props</li> <li>Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>Beginning to understand humour, e.g. nonsense rhymes, jokes</li> </ul>	<ul style="list-style-type: none"> <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>Statutory ELG: Comprehension (Literacy)</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>Key vocabulary</b>	Understanding single words / short phrases Understands simple questions – who where what	Understands 2 part questions / instructions Understands why questions	Understands more complex instructions	
<b>Key visitors / visits / experiences</b>	•			•
<b>What is this the foundation for?</b>	<p>In Year One children will:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>			

**Communication and Language Progression of Skills and Knowledge  
Speaking**

	<b>Caterpillars 2- 3 year olds</b>	<b>Butterflies 3- 4 year olds</b>	<b>Reception 4-5 year olds</b>	<b>ELG checkpoint</b> Children at the expected level of development will
	<ul style="list-style-type: none"> <li>• Copies familiar expressions, e.g. <i>Oh dear, All gone.</i></li> <li>• Beginning to talk about people and things that are not present</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>Want it</i></li> <li>• Uses different types of everyday words (nouns, verbs and adjectives, e.g. <i>banana, go, sleep, hot</i>)</li> <li>• Beginning to put two words together (e.g. <i>Want ball, More juice</i>)</li> <li>• Beginning to ask simple questions</li> <li>• Begins to use single words to describe feelings, experiences and thoughts</li> <li>• Holds a conversation, jumping from topic to topic</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> <li>• Begin to ask simple questions</li> <li>• Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language to share feelings, experiences and thoughts</li> <li>• Holds a conversation, jumping from topic to topic</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> <li>• Uses a variety of questions (e.g. <i>what, where, who</i>)</li> <li>• Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> <li>• Beginning to use word endings (e.g. <i>going, cats</i>)</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</li> <li>• Able to use language in recalling past experiences</li> <li>• Continues to make some errors in language (e.g. <i>runned</i>) and will absorb and use language they hear around them in their community and culture</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i></li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></li> <li>• Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>)</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></li> <li>• Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>)</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>	<p><b>Statutory ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Statutory ELG: Speaking</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>
<b>Key vocabulary</b>				

<b>Key visitors / visits / experiences</b>	<ul style="list-style-type: none"> <li>• Speaking to familiar adults in the setting</li> <li>• Children engaged with back and forth conversations with familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking to familiar adults and visitors in the setting.</li> <li>• Provide pupils with opportunities to speak about things they are interested in</li> </ul>	<ul style="list-style-type: none"> <li>• To speak to a partner during whole class teaching</li> <li>• Taking pupils to the library or post office to practice speaking to an unfamiliar adult to carry out a transaction.</li> <li>• Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.</li> </ul>	
<b>What is this the foundation for?</b>	<p>In year one children will:</p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>			