Communication & Language Development Progression Overview

Baseline - Oct **Check point 1 - December** **Check Point 2 – March** **Check Point 3 – May** **EYFSP – June**

Intent Our children will leave EYFS at Dundry Primary as confident communicators who use a range of rich vocabulary within a range of situations and conversations. They are clear when communicating their needs, wants, interests, thoughts and viewpoints. Our children can listen to others' ideas respectfully and respond sensitively to those they disagree with. Speaking is used to ask relevant questions and to connect ideas. They understand the importance of listening and have developed their ability to follow more complexed instructions.

Implementation Our topics, routines and environment promote high quality communication and language development. Exciting and vocabulary rich texts are used to introduce children to new ideas, concepts, and vocabulary, while also promoting curiosity and discussions. Pupils are encouraged to ask questions and continue to group and whole- class discussion whenever possible. Children who struggle to communicate are targeted in the provision and learning interventions such as Talk Boost and Neli are used when children lack confidence or do not have the expected level of development. Through our continuous provision and our learning environment, pupils are exposed to situations where they can experiment with the new language they have acquired (such as through role play or while investigating in our Investigation stations) and use their listening skills as they interact with peers and adults. By being exposed to new experiences (for example during cooking, trips or a Forest School session), our children apply their speaking, listening, questioning and reasoning skills. Routines such as Snack Time are valuable opportunities where speaking and listening skills can be modelled and promoted. The adults within Reception model effective speaking and listening attributes (such as the use of language, looking at the person you are having a conversation with, speaking clearly and calmly and listening patiently) and use questioning and resources to further pupils' own development. Repeating sentences back to children, extending what they have said or describing and commenting on what is happening are also used to develop speaking and listening skills. We reflect on our observations and interactions with our children, using our knowledge and assessments to then provide developmentally appropriate experiences that are linked to our children's next steps and interests

Impact Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. All staff within the Foundation Stage know the children's next steps and how to progress their knowledge and skills through interactions, play, resources and group and whole class work. Our children move into Year 1 with the confidence and skills to express themselves in a range of different situations, using a wide variety of rich language. They have fantastic listening skills and the ability to take part in, hold and extend conversations with others.

Below shows the progression of skills that build towards the PD ELG. The checkpoints are included as assessment points, though through day-to-day observations and interactions with the children, next steps and support can be immediately put into place.

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Listening Attention and Understanding

Big Ideas	Listening and Responding	Conversation Skills
Preschool & Baseline (Oct)	- Single channels attention (name used to help focus) - Most speech is clear and can be understood - Listens when stories and conversations that interest them - Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). 'They are getting their bike.' - Asks lots of questions- why, what, where, who, how	- Uses talk to communicate needs and wants -Listens to conversations that interest them -Uses talk to develop friendships
YR CP1 (Dec)	- Knows how to show they are listening - Understands why it is important to listen - Asks relevant questions in response to what they have heard, wanting to find out more information - Speech is clear and understood - Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' - Asks meaning of new words - Understands a longer list of instructions	- Uses talk to communicate emotions - Asks relevant questions in response to what they have heard - Links what has been said to own experiences to keep conversation going
YR CP2 (March)	- Uses longer sentences and links ideas - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' - Retells stories simply - Repeats new vocabulary in a context of a story. - Understands spoken instructions and can listen without stopping what they are doing	- Listens to what has been said and responds - Waits for the person talking to stop before responding

YR CP3 (May)	- Uses well formed sentences -Talks in the correct tense - Understanding more complex language including prepositions, sequencing, time - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Can follow two part instructions	- Understands humour - Takes turns in much longer conversations - Openly listens to other points of view - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
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 Make comments about what they have heard and asks questions to clarify their understanding	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
	Provision Singing songs (nursery rhymes also), props, puppets, question cards, small focus groups, Talk Partners, role play, small world, opportunities to work with others, quiet and calm areas, reading books every day and talking with children about stories, characters and illustrations (books with rhythm and rhyme are particularly effective), home learning, circle time which offers children a good opportunity to practise their speaking and listening skills, describing and guessing game, Helicopter Stories, Drawing Club, Message Centre, the foundations of Write Stuff, technology such as talking tins and Ipads, offering real life experiences both inside and outside	

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Speaking

Big Ideas	Speaking to communicate	The Fundamentals of Talk
Presc /Baseline (Oct)	- Listens and enjoys sharing a range of books, rhymes and songs. - Most speech is clear and can be understood - Describes personal events	- Listens and enjoys sharing a range of books, rhymes and songs. - Most speech is clear and can be understood - Describes personal events
YR CP1 -Dec	- Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary. - Speech is clear and understood	- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
YR CP2 (March)	- Uses longer sentences and links ideas - Retells stories simply - Repeats new vocabulary in a context of a story. - Can explain the meaning of new words - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary - Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. ‘I have a bike too. I went to the park. They might go to the park.’ Or ‘the leaves are starting to fall off the trees. Soon the trees won’t have any leaves.’	Understands past, present and future - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Makes up their own stories

YR CP3 (May)	Uses well formed sentences -Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' - Begins to use modelled vocabulary during role play and small world. - Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Understands humour - Takes turns in much longer conversations - Openly listens to other points of view - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.	- Talks in the correct tense - Use talk to take on different roles during imaginative play - Use talk to work out problems and organise thinking -Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions
ELG	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	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
	Provision Singing songs (nursery rhymes also), props, puppets, question cards, small focus groups, Talk Partners, role play, small world, opportunities to work with others, quiet and calm areas, reading books every day and talking with children about stories, characters and illustrations (books with rhythm and rhyme are particularly effective), home learning, circle time which offers children a good opportunity to practise their speaking and listening skills, describing and guessing game, Helicopter Stories, Drawing Club, Message Centre, the foundations of Write Stuff, technology such as talking tins and Ipads, offering real life experiences both inside and outside	