



EYFS Progression Documents – Nursery and Reception Communication & Language

Long Row Primary and Nursery School
Inspire, Respect, Belong

Nursery	The children will learn to ...	The adults will support children by ...
Autumn Term	Listen with interest to adults Listen to a short story that interests them. Be interested in sounds and songs. Begin to sing some favourite rhymes. Focus attention when their name is called. Understand a simple sentence Understand simple concepts such as fast/slow Understand simple questions (who, what, where) Say a simple sentence, but may mix up tenses and plurals. Use a sentence with 4 to 6 words.	Having daily conversations with every child. Reading and sharing stories with the children – 1:1, small groups and as a whole class. Singing songs and sharing poems. Modelling the correct tenses back to the children. Having positive and meaningful interactions within play and giving opportunities for back-and-forth conversations. Playing listening games. Implementing Supersonic Phonic Friends: Basics 1 Firm Foundations
Spring Term	Listen to adults and peers in a small group for a short amount of time. Follow a simple instruction when their name is called. Listen to familiar stories Talk about familiar books Start a conversation with an adult and a friend Use talk to organise themselves in their play: 'Let's go on a bus... you sit there... I'll be the driver.' Understand the use of different objects (e.g. scissors, cutlery, pencils)	As above and... Giving simple instructions. Encouraging conversations with familiar adults, peers and friends. Providing opportunities for the children to use a variety of equipment daily. Modelling good quality 'talk' within play.
Summer Term	Listen to a story in a whole class situation. Be able to tell a long story. Sing a large repertoire of songs. Shift their attention from an activity they are enjoying to something else. Follow two-part instruction <i>such as: "Get your coat and wait at the door"</i>. Listen and respond to a child in their play. Understand how and why questions. Understand simple prepositions. Start a conversation with an adult or a friend and continue it for many turns. Use a range of vocabulary based on their own experiences. Join up a sentence in two parts using and, or, because, for.	As above and... Sharing books regularly as a whole class and in small groups or 1:1 with children. Giving two-part instructions (for example, at the end of the day when getting ready for home). Asking open ended questions. Providing opportunities for adults to engage in back-and-forth interactions. Providing times for the children to talk about what they see, think, feel and can hear.

Reception	The children will learn to ...	The adults will support children by ...
Autumn Term	Listen to a story with increasing attention for a few minutes (may still fiddle and squirm!) Talk about favourite stories to build familiarity Stop what they are doing on a signal most of the time Begin to ask questions when the subject interests them Understand how to listen carefully and that listening carefully is important. Begin to ask and answer questions Use familiar vocabulary through the day and begin to learn new vocabulary.	Sharing stories daily - as a whole class, 1:1, in a small group and within play. Using a signal/sound for children to stop and listen – ready in 5, 4, 3, 2, 1 ready and 1, 2,3 back to me. Talking about and modelling good listening Providing opportunities to ask questions - as a class, during focused adult led tasks and within play/using continuous provision Modelling using good quality vocabulary – linked to themes and planning. Introducing new vocabulary by implementing Drawing Club – using traditional tales, stories and animations.
Spring Term	Listen to a story and recall the main parts or a part they enjoyed. Almost always stops what they are doing on a familiar signal. Ask a variety of questions in different contexts. Begin to use new vocabulary when playing. Talk in an organised sequence with intention.	<i>As above and...</i> Encouraging children to join in with stories and talk about what has been read to them (and begin to talk about books they have read). Introducing new vocabulary through play and through stories, information texts, songs and poems – Drawing Club. Providing opportunities for the children to talk about their interests - through play or specific sharing times in a small group or 1:1 with an adult.
Summer Term	Listen to rhymes, songs and poems and talks about what they have heard and enjoyed. Understand humour. Describe events in some detail. Use 'talk' to help work out problems and organise their thinking. Use new vocabulary throughout the day. Use narrative and storylines in their play. Articulate ideas in well-formed sentences, most of the time. Connect one idea to another when speaking.	<i>As above and...</i> Modelling story sequences and retelling familiar stories. Sharing rhymes, songs and poems regularly and allow opportunities for children to discuss them. Regularly introducing new vocabulary as part of the day/play/interest. Providing time for the children to speak, listening to what they are saying and responding with new vocabulary, ideas and suggestions.

Statutory ELG: Listening, Attention and Understanding

Children at the expected level of development will: -

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Statutory ELG: Speaking

Children at the expected level of development will: -

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.

Educational Programme: 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.