

Communication and Language

EYFS Statutory Educational Programme: 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. Development Matters (p21)

Nursery	Listening, Attention and Understanding	Speaking	Progression
Autumn	End of Spring	End of Summer	
<p>Birthto5Matters (p67) Listening and attention</p> <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p>Birthto5Matters (70) Understanding</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. <i>Which one do we cut with?</i>) • 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> • Beginning to understand <i>why</i> and <i>how</i> questions <p>Birthto5Matters (74) Speaking</p> <ul style="list-style-type: none"> • Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>) • Uses talk to explain what is happening and anticipate what might happen next • Uses intonation, rhythm and phrasing to make the meaning clear to others • Builds up vocabulary that reflects the breadth of their experiences 	<p>Birthto5Matters (p67) Listening and attention</p> <ul style="list-style-type: none"> • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) <p>Birthto5Matters (70) Understanding</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture <p>Birthto5Matters (74) Speaking</p> <ul style="list-style-type: none"> • Talks more extensively about things that are of particular importance to them • Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>) • 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 • Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i> <p>Development Matters (p30) Communication & language (Speaking)</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<p>Development Matters (p30) Communication & language (Listening & attention)</p> <ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Enjoy listening to longer stories and can remember much of what happens. • Sing a large repertoire of songs <p>Development Matters (p30) Communication & language (Understanding)</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door” • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” <p>Birthto5Matters (74) Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>) • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> <p>Development Matters (p30) Communication & language (Speaking)</p> <ul style="list-style-type: none"> • 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. • Use longer sentences of four to six words. • Use multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. • Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Start a conversation with an adult or a friend and continue it for many turns. 	
<p>Development Matters (p33) Observation Checkpoint</p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>			

Reception	Listening, Attention and Understanding	Speaking	Progression
Baseline	End of Autumn	End of Spring	
<p>Birthto5Matters (p67) Listening and attention</p> <ul style="list-style-type: none">Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activityMay 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 <p>Birthto5Matters (p71) Understanding</p> <ul style="list-style-type: none">Understands a range of complex sentence structures including negatives, plurals and tense markersBeginning to understand humour, e.g. nonsense rhymes, jokesAble to follow a story without pictures or propsListens and responds to ideas expressed by others in conversation or discussionUnderstands questions such as <i>who; why; when; where</i> and <i>how</i> <p>Birthto5Matters (p75) Speaking</p> <ul style="list-style-type: none">Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new wordsUses language to imagine and recreate roles and experiences in play situationsLinks statements and sticks to a main theme or intentionUses talk to organise, sequence and clarify thinking, ideas, feelings and eventsIntroduces a storyline or narrative into their play	<p>Development Matters (p34) communication and language (Listening)</p> <ul style="list-style-type: none">Understand how to listen carefully and why listening is important.Learn new vocabulary.Engage in story times.Listen to and talk about stories to build familiarity and understanding.Listen carefully to rhymes and songs, paying attention to how they sound. <p>Development Matters (p34) communication and language (Understanding)</p> <ul style="list-style-type: none">Ask questions to find out more and to check they understand what has been said to them. <p>Development Matters (p34) communication and language (Speaking)</p> <ul style="list-style-type: none">Use new vocabulary through the day.Articulate their ideas and thoughts in well-formed sentences.Connect one idea or action to another using a range of connectives.Describe events in some detail.Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.Develop social phrases.Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.Use new vocabulary in different contexts.	<p>Development Matters (p34) communication and language</p> <ul style="list-style-type: none">Learn rhymes, poems and songs.Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
<p>End of Summer - Statutory ELG - Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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 ask questions to clarify their understanding;- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			
<p>End of Summer - Statutory ELG - Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.			
<p>End of Summer - Statutory ELG - Comprehension (Literacy)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;- Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.			