



## Communication and Language Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

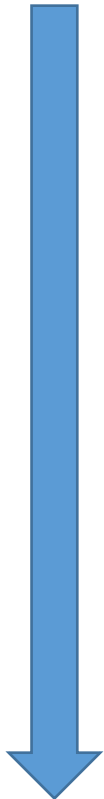
### **Listening, Attention and Understanding**

#### **On Track- Check Point 1**

- 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

#### **On Track- Check Point 2**

- 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 and before responding



**On Track- Check Point 3**

- 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 turn 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 discussions and small group interactions. Make comments about what they have heard and asks questions to clarify their understanding.

**ELG**

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

**Provisions**

Singing songs (nursery rhymes also), props, puppets, small focus groups, 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), Culture Wheel time, circle time which offers children a good opportunity to practise their speaking and listening skills, offering real life experiences both inside and outside.

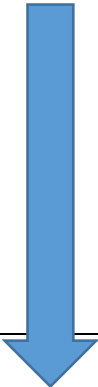
**Speaking**

**On Track- Check Point 1**

- 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 a driver."

**On Track- Check Point 2**

- 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 rhyme 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 got 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

**On Track- Check Point 3**

- 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', 'what', 'where' 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 turn 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 sense of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

**ELG**

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 style="text-align: center;"><b>Provisions</b></p> <p>Singing songs (nursery rhymes also), props, puppets, small focus groups, 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), Culture Wheel time, circle time which offers children a good opportunity to practise their speaking and listening skills, offering real life experiences both inside and outside.</p>
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### **Impact**

Through our high quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of their time in Year R. All staff within Year R know the children's next steps and how to progress their knowledge and skills through interactions, play, resources, 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.