



## **Bryn St Peter's Primary School – EYF's Progression Map**

### **Communication and Language**

Area of Learning Communication and Language	September Checkpoints (Baseline)	Autumn	Spring	Summer
Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>- Join in with appropriate group activities, e.g. Nursery rhymes, Story Time.</li> <li>- Follows simple, routine instruction, e.g. Come to the carpet.</li> <li>- Plays a simple, motivating game for a few minutes, e.g. catching a ball.</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to use some active listening skills; face the speaker, body still, paying attention.</li> <li>- Follows two step instructions well. E.g. Get a pencil and find your bag.</li> <li>- Responds to a peer's request (e.g. Can I have the ball?) and replies.</li> <li>- Learn (and use) new words from familiar texts.</li> <li>- Begins to answer "How" questions, e.g. How did this get broken?</li> <li>- Engage in story times.</li> </ul>	<ul style="list-style-type: none"> <li>- Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately.</li> <li>- Show attentive listening skills at input times, e.g. during phonics, and is quick to act on instructions.</li> <li>- Listen to and talk about non-fiction books to develop new knowledge.</li> <li>- Begins to link listening to learning/ understanding, e.g. Can discuss why it is important to listen to instructions.</li> <li>- Can offer small explanations that demonstrate their understanding on a topic/story, e.g. "He couldn't carry it because it was too heavy".</li> <li>- Listen to and learn rhymes and poems.</li> </ul>	<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>Speaking</p>	<ul style="list-style-type: none"> <li>- Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one).</li> <li>- Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers).</li> <li>- Ask simple questions (e.g. Where is Mummy?)</li> </ul>	<ul style="list-style-type: none"> <li>- Offer their ideas in small group contexts, e.g. retelling a simple event in sequence.</li> <li>- Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better."</li> <li>- Ask questions when they don't understand instructions.</li> <li>- Uses simple connectives in speech, e.g. and, but.</li> <li>- Use new vocabulary from books and stories as they discuss/retell the story.</li> <li>- Recite familiar songs and join in with repeated refrains from stories.</li> <li>- Develop social phrases e.g. "Good morning."</li> </ul>	<ul style="list-style-type: none"> <li>- Speaks in whole class situations, e.g. answering questions at Story Time.</li> <li>- Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract".</li> <li>- Use newly learnt vocabulary in different contexts. E.g. using the words enormous to describe their tower having read the Enormous Turnip.</li> <li>- Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems).</li> <li>- Describe events in some detail using some tenses correctly.</li> <li>- Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas.</li> <li>- Uses speech to organise simple activities (e.g. you go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy.)</li> </ul>	<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>
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## Statutory End of EYFS Assessment: Communication and Language Early Learning Goals

Children at the expected level of development will:

Listening, Attention and Understanding	Speaking
<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>	<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>

Those working at Greater Depth may:

Listening, Attention and Understanding	Speaking
<ul style="list-style-type: none"> <li>- Listen attentively and respond during larger group situations, e.g. assembly/Mass.</li> <li>- Sustain concentration in more challenging contexts, e.g. following a pictureless book, responding to multi-step instructions</li> <li>- Express their views on a topic/storyline with reference to the content.</li> <li>- Respond to how/why questions succinctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Show awareness of the listener, e.g. being expressive during Show-and-Tell, facing the audience, speaking in a clear, audible voice.</li> <li>- Explaining and justifying a viewpoint.</li> <li>- Use a range of vocabulary in lively and appropriate ways.</li> </ul>