



St. Augustine's Catholic Primary School: Progression in Learning Framework – Communication and Language

EYFS Statutory Educational Programme. The curriculum needs to include:

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**

Knowledge		Skills
<ul style="list-style-type: none"> • <i>New vocabulary</i> • <i>Range of language structures</i> • <i>Knowledge of stories, non-fiction books, rhymes and poems</i> • <i>Knowledge that communication involves reciprocal actions in interactions with others</i> <p>In Early Years we foster and capitalise on children's instinctive need and desire to communicate by : • Role modelling the qualities and characteristics of an exemplary communicator • Immersing children in a rich environment of words, sounds, rhythm, verbal and nonverbal expression • Engaging children in conversation • Providing genuine reasons, irresistible provocations and a real purpose to listen and talk • Valuing the different ways and means that children use to communicate</p> <p><i>Speaking, Listening and Understanding</i> <i>I know...</i></p> <ul style="list-style-type: none"> • Words carry meaning • The meaning of different words • Different words can mean the same thing • Some words can have more than one meaning • Adjectives describe nouns • Nouns are objects • Verbs are action words • Plurals mean more than one • Pronouns are used instead of people's names • The present tense describes what is happening now • The past tense describes what has already happened • The future tense describes what is going to happen • The rules of conversation • Which words start a question • Story telling vocabulary • How to use my voice in different ways e.g. intonation, volume, projection 		<p><i>Interact converse listen engage respond elaborate story telling role play, expression of ideas and feelings</i></p> <p>I am learning to:</p> <ul style="list-style-type: none"> • Listen • Sustain attention • Ask questions • Explain • Describe • Narrate • Sequence • Offer an opinion • Share ideas • Remember • Take turns • Gesture • Follow instructions • Respond • Articulate • Vocalise • Imitate • Repeat • Retrieve • Take turns • Process information • Predict • Retell • Connect ideas <p>Discuss</p>

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them • Guide their own thinking and actions by talking to themselves while playing • Respond to new experiences that you bring to their attention 	<ul style="list-style-type: none"> • Begin to correct their mistakes themselves • Keep on trying when things are difficult 	<ul style="list-style-type: none"> • Take part in simple pretend play • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

<p>ELG: Listening, Attention and Understanding 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 conversations when engaged in back-and-forth exchanges with their teacher and peers 	<p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small groups, 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 an making use of conjunctions, with modelling and support from their teacher
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Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			KS 1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
Listening, Attention & Understanding	Listens to other people's talk with interest, but is sometimes distracted	When hearing their name, can usually shift attention	Is beginning to be able to pay attention to more than one thing at a time	Can pay attention to more than one thing at a time	Understands how to listen carefully and why listening is important	Can listen out for instructions while busy with something else	Can concentrate on the person talking and ignore what is not relevant to the situation
	Listens to and begins to pay attention to the questions of others Listens within interest to new vocabulary, some of it specific to the school/setting eg 'group time', 'snack table'	Shows understanding of simple questions (through actions or words)	Shows understanding of some 'why' questions eg why do you think the caterpillar got so fat?	Understands more complicated language eg 'first' 'last' 'might' 'maybe' Shows interest in new vocabulary, including words and phrases they may not have heard at home e.g. 'line up' 'phonics'	Understands how words can describe sequences such as 'first we are going to the shop, then we will play in the park' Experiments with new and recently learnt vocabulary	Asks relevant questions and makes relevant comments in relation to what they have heard	Asks relevant questions to extend understanding and knowledge
	Follows a simple instruction eg fetch both of your yellow socks	Follows a simple two part instructions eg pick up your coat and hang it up	Follows two-part instructions reasonably well eg Get me the scissors and some paper from the drawer please	Follows two-part instructions well e.g. Get me the big scissors and some blue paper from the drawer please	Begins to follow a longer list of instructions e.g. Wash your hands, then get your lunchbox and sit at the red table with Sarah and Jo	Follows a longer list of instructions in a range of contexts	Understands instructions that show the order they have to do something, and which might include time concepts
	Listens to simple stories, understands what is happening, with the help of the pictures, and talks about it Tries to join in with a range of songs and rhymes	Enjoys listening to longer stories, can remember much of what happens and talk about it Sings a repertoire of songs and rhymes	Listens to a story or information text, talks about it and answers simple questions about what they have heard Sings a large repertoire of songs	Listens to and talks about stories to build familiarity and understanding Retells deeply familiar stories, using some new vocabulary they have heard. Engages in non-fiction books and Storytime	Enjoys listening to stories, songs and rhymes and starts to make up their own Retells familiar stories using recently learnt and new vocabulary Enjoys engaging in a wide range of non-fiction books	Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary Talks about some of the new knowledge and vocabulary learnt from books	Is able to use early story language when telling a story, in the correct sequence
Speaking	Sometimes uses talk to organise themselves and their play	Uses talk to organise themselves and their play	Uses longer sentences of 4-6 words	Describes events in some detail	Articulates thinking	Articulates ideas and thinking in well-formed sentences	Can describe, explain and narrate
	Uses a wider vocabulary including descriptive language eg (time) now, later, (space) over there, (function) soap to wash my hands	Asks questions using some question words Expands own vocabulary, including some school specific language eg I saw it in group time	Asks questions using a range of question words Continues to learn and use more new words	Can answer simple 'why' questions Continues to expand and use own vocabulary, including words and phrases they may not have heard at home eg 'line up' 'partner' 'phonics'	Can answer questions about 'when' and 'how' Continues to learn and use more words increasingly exploring the meaning of words, including those found	Asks questions to find out more and to check understanding about what has been said Continues to learn and use more words, including those found in a range of stories and non-fiction texts, asking what new words mean	Can find out things by asking how and why questions Uses relevant strategies to build their vocabulary

					in a range of stories and non-fiction texts		
	Starts a conversation with a trusted adult or child	Starts a conversation with adult or friend with some turn-taking	Starts a conversation with an adult or friend and continues it for many turns	Is developing use of talk with others to help organise thinking, work out problems and explain	Uses talk with others to help organise thinking, work out problems and explain. Is beginning to use words to express a viewpoint and disagree	Expresses a point of view, debate when they disagree with an adult/ friend, using words as well as actions Engages in sustained conversations with others	Articulates and justifies answers, arguments and opinions Begins to use appropriate registers in talk
	Is beginning to talk about ideas that have already happened	Can describe ideas that have already happened	Can link sentences with words like 'and', 'because'	Is becoming confident in using the future tense in talk	Connects one idea to another using a range of connectives eg 'and', 'or' 'because'	Uses the future and past tense, mostly consistently	Uses appropriate tenses and word order
	Talks with others – often preferring the adults and children most familiar to them	Talks with a growing range of other people	Enjoys talking and playing with other children or adults	Enjoys talking with others	Enjoys talking with others in a range of contexts and groups	Enjoys talking with others and joins in with group conversations and games Chooses own friends	Maintains attention Participates actively in collaborative conversations
	Engages in own favourite make-believe play, some of which may be repetitive	Engages in a wider range of make-believe play and dressing up	Enjoys a wide range of make-believe play and dressing up	Can use talk to take on different roles in imaginative play	Can use talk to interact with and negotiate with others	Uses talk to interact and negotiate as part of extended conversations	Uses talk with others to explore real and imaginary ideas
	Is developing social phrases to help them in their play eg Can I play with you?	Uses talk to organise themselves and their play e.g. 'let's pretend we are in a jungle...'	Uses talk to plan games with others, sustaining ideas for short periods Enjoys playing with language, eg starts to make simple 'jokes'	Uses talk to take part in a range of activities	Uses talk to organise their thinking	Uses talk to help work out problems	Uses talk to take part in a range of collaborative learning



St Augustine's Catholic Primary School
Assessment: On track/not on track using best fit for each Milestone Descriptor – Communication and Language

Milestone 1 (Nursery- Autumn term)	I talk with familiar adults and children. I sometimes start conversations with a trusted adult or child, using some newly learnt vocabulary, including descriptive language. I can talk about ideas that have already happened and I am beginning to listen to questions. I am interested in other people's talk but might get distracted. I can follow a simple instruction. I can listen to and talk about simple stories and I try to join in with songs and rhymes. I take part in imaginative play, some of which may be repetitive, and I sometimes use talk to organise my play. I use some social phrases to help me in my play
Milestone 2 (Nursery- Spring term)	I talk with a range of other people. I can start and take turns in a conversation with an adult or friend, using some new vocabulary that I have learnt. I understand simple questions and I can ask some of my own. I can describe what has already happened. I can follow simple two-part instructions. I can usually shift my attention when I hear my name. I can listen to and talk about stories and I can sing some songs and rhymes. I take part in a range of imaginative play and I use talk to organise my play
Milestone 3 (Nursery- Summer term)	I explain ideas and talk in short sentences about things that have happened, asking questions using words like 'what', 'where' and 'why' and sometimes answering questions about 'why' something happened. I sometimes start conversations and can take turns in talk. I add simple details in talk, drawing on existing and newly acquired vocabulary and use some words to link ideas. I pay attention to more than one thing at a time. I can follow two-part instructions quite well. I listen and respond to simple stories, and I can sing lots of songs. I enjoy imaginative play and I plan and join in with games with my friends. I like to talk to others and explore words and language. My talk is mostly accurate, but I might have some problems with irregular tenses and plurals. I have mostly clear speech and can be easily understood by others, though may have difficulties with a small number of sounds
Milestone 4 (Reception- Autumn term)	I enjoy talking with others. I am beginning to use talk to help organise my thinking, to work out problems and explain. I can describe events in some detail, and I can answer simple 'why' questions. I use some of the new words and phrases I have learnt in my talk, and I am interested in new vocabulary. I am becoming confident in using the future tense and I can understand complicated language such as 'first' 'maybe'. I can pay attention to more than one thing at a time. I can retell deeply familiar stories, I enjoy non-fiction books and taking part in Storytime. I use talk to take on different roles in a range of activities, including imaginative play
Milestone 5 (Reception- Spring term)	I enjoy talking with others in a range of contexts and groups. I use talk to interact and negotiate with others, and to help organise and articulate my thinking, work out problems and explain. I am starting to express a viewpoint and disagree. I can connect ideas using connectives e.g. 'or', 'because'. I have learnt and enjoy experimenting with new words and phrases. I understand how words can describe sequences and I can answer questions about 'when' and 'how'. I can listen carefully and know why listening is important. I am beginning to follow a longer list of instructions. I enjoy listening to stories, songs and rhymes and can make up some of my own. I enjoy a wide range of non-fiction books, and can retell familiar stories using recently learnt and new vocabulary, and I explore the meaning of words, including those found in a range of books
Milestone 6 (Reception- Summer term)	I enjoy talking with others in a wide range of contexts and groups, taking turns in extended conversations. I can use talk to help me form friendships with others and I join in with group conversations and games. I can articulate my thinking in well-formed sentences, and I use talk to interact and negotiate, and to help work out problems. I engage in sustained conversations and I can express a point of view, debate and disagree with an adult or friend. I can ask relevant question to find out more and to check understanding and make relevant comments. I can use the future and past tense mostly consistently. I follow a full list of instructions and I can listen out while I am busy. I continue to learn and use more words and I ask what new words mean. I can re-tell short stories, in the right order, with some exact repetition and some of my own words, and I talk about the new knowledge and vocabulary I have learnt from books. Though mainly accurate, I might make some mistakes including pronunciation of a few sounds, and when saying some multi-syllabic words e.g. planetarium, hippopotamus