Hollyfast : Progression in Learning Framework - Communication & 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
• ***New vocabulary*** • ***Range of language structures*** • ***Knowledge of stories, non-fiction books, rhymes and poems*** • ***Knowledge that communication involves reciprocal actions in interactions with others***	• ***Interact converse listen engage respond elaborate*** • ***story telling role play expression of ideas and feelings***

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
• 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	• Begin to correct their mistakes themselves • Keep on trying when things are difficult	• 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

ELG: Listening, Attention & Understanding:

Children at the expected level of development will:

- **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**

ELG Speaking:

Children at the expected level of development will:

- **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 and making use of conjunctions, with modelling and support from their teacher**

Progression in Learning - Small steps- Nursery to KS1							
	Pre-School			Reception			Interface with KS1
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' 'snack time'	Can answer questions about 'when' and 'how' Continues to learn and use more words increasingly exploring the meaning of words, including those found in a range of stories and non-fiction texts	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
	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', 'or' 'because'	Is starting to become confident in using the future tense in talk	Connects one idea to another using a range of conjunctions eg 'or' 'because' 'and' 'but' 'so'	Uses the future and past tense, mostly consistently. Continues to use a range of conjunctions within speech.	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. Chooses own friends	Enjoys talking with others and joins in with group conversations and games, in a range of contexts.	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. 'lets pretend we are in a jungle….	Uses talk to plan games with others, sustaining ideas for short periods	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

			Enjoys playing with language, eg starts to make simple 'jokes'				
LISTENING ATTENTION & UNDER-STANDING	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	Is developing the skill of paying 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'- (e.g. First sit on the carpet) 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. Use listening skills to begin to hold a conversation with adults and peers.	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 accurately most of the time 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, line up, say our prayer or put your water bottle away, hang up your coat and sit on the carpet.	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 a story or information text, talks about it and answers simple questions about what they have heard about the text and character. Sings a large repertoire of songs	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 and begin to predict what might happen.	Is able to use early story language when telling a story, in the correct sequence