

Communication and Language Progression

Pre-School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Listening, Attention and Understanding</b> 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. <b>Speaking</b> Children at the expected level of development will: - 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.						
<b>Progression of skills and knowledge</b>	N1 <ul style="list-style-type: none"><li>Respond to their name</li><li>Copy other peoples' facial expressions</li><li>Show a responsiveness to music</li><li>Understand single words and short sentences</li><li>Repeat words/phrases</li><li>Begin to use every-day simple words (nouns and verbs)</li></ul>		N1 <ul style="list-style-type: none"><li>Begin to respond to simple instructions confidently</li><li>Begin to call adults/ other children by their name</li><li>Begin to show greater focus and attention on chosen activities</li><li>Understand simple questions (who, where, what?)</li><li>Enjoy rhymes and begin to participate using actions</li></ul>		N1 <ul style="list-style-type: none"><li>Begin to say how they feel</li><li>Begin to develop conversations, jumping from topic to topic</li><li>Begin to develop pretend play</li><li>Begin to ask simple questions</li></ul>	
	N2 <ul style="list-style-type: none"><li>To understand and follow simple instructions and routines.</li><li>To recognise and respond to many familiar environmental sounds.</li></ul>	N2 <ul style="list-style-type: none"><li>To begin to listen to talk with interest,</li><li>To Listen to music and respond when it is turned off</li></ul>	N2 <ul style="list-style-type: none"><li>Listens to stories with increasing attention and recall and to begin to understand the structure of a story.</li><li>To develop an understanding of prepositions</li></ul>	N2 <ul style="list-style-type: none"><li>Naming and using new vocabulary to describe experiences through the use of their different senses.</li><li>To begin to sequence stories that are familiar to them. (hungry caterpillar story)</li></ul>	N2 <ul style="list-style-type: none"><li>To understand and respond to 'why' and 'how' questions.</li></ul>	N2 <ul style="list-style-type: none"><li>While sharing stories the children will use talk to explain what is happening and anticipate what might happen next.</li><li>To follow and understand directions, instructions, rules and boundaries.</li></ul>
	Follow the child's lead, include their interests Be at the same level Adjusting your voice level Waiting (10 seconds) Modelling sentences Expanding sentences Offering choices Introduce new vocabulary Comment rather than question (4 comments to 1 question) Have fun! Circle time activities Open-ended Continuous provision Teach Preschool rules					
<b>Planning</b>	<ul style="list-style-type: none"><li>Introduce; clap, hand signal, stop and look.</li><li>Introduce; timer to prepare for transitions</li><li>Introduce; tidy up song</li><li>Introduce; wake up shake up songs</li><li>Children to find their name with their picture on arrival</li><li>Invite children to share photos on Tapestry of their family and special people.</li><li>Who lives in my house activity.</li><li>Stop and go listening game with instruments inside and out</li></ul> <b>Makaton Sign</b> More Looking Listening Sitting	<ul style="list-style-type: none"><li>Autumn nature walk.</li><li>Autumn tuff spot</li><li>Discussions about festivals we are celebrating during continuous provision and carpet times.</li><li>Pass the parcel/beat baby during circle time</li><li>Musical statues and musical bumps.</li></ul> <b>Makaton Sign</b> Help Please Thank you Milk Water	<ul style="list-style-type: none"><li>Opportunities to share and recall stories.</li><li>Props to act out the Goldilocks and Gingerbread man stories.</li><li>Conversations during story time and role play about the events and characters in the stories we are sharing.</li><li>Ask simple questions using who, where, what, while sharing stories and joining the children in role play.</li><li>Model prepositions</li></ul> <b>Makaton Sign</b> Apple Orange Banana	<ul style="list-style-type: none"><li>Spring walk, listen to the sounds of nature</li><li>Mini beast hunt in the Peace Garden</li><li>Positional language during Easter egg hunt</li><li>Discussions about spring festivals during continuous provision and carpet times.</li><li>Sequence the 'If Only' story using props in a story sack</li></ul> <b>Makaton Sign</b> Practice previously learnt signs	<ul style="list-style-type: none"><li>Butterfly song.</li><li>Use 'I wonder' as a conversation starter</li><li>Provide props/visual aids alongside the book in continuous provision.</li><li>Planting potatoes, sunflowers and seeds ask - who, what, where, why questions and give the children opportunities to comment and ask questions.</li></ul> <b>Makaton Sign</b>	<ul style="list-style-type: none"><li>play the speaking game: 'I went on a train and I saw...'</li><li>Train/bus role-play area</li><li>Provide a tuff spot with a variety of materials and vehicles</li><li>Ice cream parlour. Role play</li></ul> <b>Makaton Sign</b>
<b>Vocabulary</b>	Stop Look Listen Go More Sitting	Beat baby Help Please Thank you	Who Where What In On	Under Next to First Then Next		How Why
<b>Stories and Rhymes</b>	See overviews for each area of learning.	See overviews for each area of learning.	See overviews for each area of learning.	See overviews for each area of learning.	See overviews for each area of learning.	See overviews for each area of learning.
<b>Outcomes</b>	Children will be aware of the setting routine. They will name some members of their family and talk about who lives in their house. Children will call their friends and teachers by their name.	Children will share their Autumn knowledge. Children will share information about festivals and celebrations that are important to them. Perform Christmas songs for Parents	Children will share their Winter knowledge Children aware of an Author and illustrator. Children will recall familiar stories, answer who, where, what questions	Children will share their Spring knowledge Children aware of minibests	Children will be aware of the lifecycle of a butterfly. Children will talk about what happens to something when it grows and say what a plant needs to grow.	Children will say what the colours red, yellow, green mean at a crossing and they will name different ways to travel. Children will talk about holidays while answering age expected questions.

# Communication and Language Progression

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Listening, Attention and Understanding</b> 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.						
<b>Speaking</b> Children at the expected level of development will: - 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.						
<b>Progression of skills and knowledge</b>	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.
	Learn new vocabulary Use new vocabulary through the day and in my play <div>             Listen carefully to rhymes and songs, paying attention to how they sound.              Learn rhymes, poems, and songs.           </div> Use new vocabulary in different contexts					
<b>Planning</b>	Introduce “I know” stem sentence.  Complete assessments for EAL learners: new to English, early acquisition, developing competence, competent, fluent.  Begin SALT intervention from children’s individual plans.  Talk about a picture “I can see…” stem sentences.	Learn Nativity songs with signs/gestures  Number Talks introduced.  Using “I know” to reason in maths.	Concept Cats (below, above, shiny, lumpy, fat, thin ect)  Exposure to storytelling skills through gesture and sign. -Talk for Writing Dinosaur Roar  Colourful Semantics introduced for sentence structure. (CVC)	Exposure to storytelling skill through puppets for ‘Someone Swallowed Stanley’.  Colourful Semantics morning activity for sentence structure. (phrases)	Colourful Semantics morning activity for sentence structure. (sentences)  Introduction of using words for description. Using: - animals and their features - fruit and their taste -labelling maps	Colourful Semantics morning activity for sentence structure. (Innovate – Silly Sentences)  Children innovate ‘Zog’ story Talk for Writing and Helicopter Stories
	Number Talks and Pobble 365 circle time discussions Vocabulary for English and Topic introduced through Tenglish lessons (See Lit and UTW overviews) Stem sentences for Mathematics Open-ended Continuous provision Puppet theatre					
<b>Vocabulary</b>	See vocab lists on: Long term plans, continuous provision planning and topic plans.	See vocab lists on: Long term plans, continuous provision planning and topic plans.	See vocab lists on: Long term plans, continuous provision planning and topic plans.	See vocab lists on: Long term plans, continuous provision planning and topic plans.	See vocab lists on: Long term plans, continuous provision planning and topic plans.	See vocab lists on: Long term plans, continuous provision planning and topic plans.
<b>Stories and Rhymes</b>	See overviews for each area of learning.	See overviews for each area of learning.	See overviews for each area of learning.	See overviews for each area of learning.	See overviews for each area of learning.	See overviews for each area of learning.
<b>Outcomes</b>		Perform Nativity	Talk for Writing performance			Perform a song during whole-school sing-a-long  Poetry performance