

# Communication and Language- Progression and skills



## Key texts to unlock the learning



# Curriculum end goals

| ELGs Communication and Language  | Speaking and Listening Years 1 – 6   |
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| <p><b>Listening, Attention and Understanding</b></p> <p>Children at the expected level of development will:</p> <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><b>Speaking</b></p> <p>Children at the expected level of development will:</p> <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> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul> |

| What will pupils know and be able to do? | 2 – 3 years  | 3 – 4 years   | 4 – 5 years   |
|--|--|---|---|
| <b>Maintain Attention</b>                | <ul style="list-style-type: none"> <li>Single channelled attention; can shift to a different task if attention fully obtained</li> </ul>   | <ul style="list-style-type: none"> <li>Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>Able to follow directions (if not intently focused)</li> </ul> | <ul style="list-style-type: none"> <li>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul>  |
| <b>Tuning into sounds</b>                | <ul style="list-style-type: none"> <li>Recognise and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>Can recognise sounds in the environment.</li> <li>Can identify the difference between the sounds of two instruments e.g. shaker and drum.</li> <li>Can experiment with and distinguish between different voice sounds e.g. wheeeee, whoosh, swish, ouch, aaaaaah!</li> </ul> | <ul style="list-style-type: none"> <li>Can recognise rhythm and rhyme.</li> <li>Can identify simple alliteration.</li> <li>Can orally blend and segment simple vc and cvc words.</li> </ul>             | <ul style="list-style-type: none"> <li>Can recognise words with the same initial sound.</li> <li>Can say what the initial, middle and final sounds are in cvc words.</li> <li>Can say how many sounds there are in a word.</li> <li>Can orally delete and manipulate sounds e.g. change pig to wig/pin, add f to lag to make flag.</li> </ul> |
| <b>Following Instructions</b>            | <ul style="list-style-type: none"> <li>Follow instructions with three key words such as: “Can you wash the doll’s face?”.</li> <li>Begin to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.</li> </ul>  | <ul style="list-style-type: none"> <li>Respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.</li> </ul>                          | <ul style="list-style-type: none"> <li>Understand spoken instructions without stopping what they are doing to look at the speaker.</li> <li>Can follow instructions with multiple steps.</li> </ul>   |

| What will pupils know and be able to do?                          | 2 – 3 years  | 3 – 4 years  | 4 – 5 years  |
|---|--|--|--|
| <p><b>Speak clearly with an increasing command of English</b></p> | <ul style="list-style-type: none"> <li>• Develop clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'(may have problems saying more difficult sounds like 'sh', 'ch', 'th' and 'r').</li> <li>• People who know them can mostly understand them.</li> <li>• Link 5 words together.</li> <li>• Use a variety of questions (e.g. what, where, who).</li> <li>• Use longer sentences (e.g. Mummy go work).</li> <li>• Begin to use word endings (e.g. going, cats).</li> <li>• Include descriptive language such as words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</li> <li>• Use pronouns ('me', 'him', 'she').</li> <li>• Use plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.</li> </ul> | <ul style="list-style-type: none"> <li>• Have mostly clear speech, although may continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'.</li> <li>• Begin to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Begin to use a range of tenses (e.g. play, playing, will play, played).</li> <li>• Continue to make some errors in language (e.g. runned) and absorbs and uses language they hear around them in their community and culture.</li> <li>• Use different types of words to do different things, e.g. to describe what things look like ('big', 'soft') / where they are – 'under', 'on' / what they are for – 'eating', 'playing' / that say who they are – 'me' / to describe how many - 'lots'.</li> </ul> | <ul style="list-style-type: none"> <li>• Use most speech sounds. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'.</li> <li>• Use longer sentences that are well formed and link sentences together, e.g. "I had pasta for tea at Mohammed's house" "I had chicken for tea and then I played in my bedroom".</li> <li>• Linked to the above use simple conjunctions to join or explain their ideas.</li> <li>• Link statements and stick to a main theme or intention.</li> <li>• Begin to use past, present and future tenses consistently.</li> </ul> |



| What will pupils know and be able to do?   | 2 – 3 years  | 3 – 4 years  | 4 – 5 years  |
|--|--|--|--|
| <b>Use language for a range of purposes</b>  | <ul style="list-style-type: none"> <li>• Use language to share feelings, experiences and thoughts.</li> <li>• Use language to communicate need / self-maintain.</li> <li>• Use language to direct.</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Play more with other children and share things.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use language to report on past and present experiences.</li> <li>• Use language to reason logically.</li> <li>• Describe events that have already happened, E.g. "We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch".</li> <li>• Start to be able to plan games with others.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use language to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Use language to help work out problems to organise their thinking and take part in activities.</li> <li>• Use language to predict.</li> <li>• Use language to project.</li> <li>• Can retell past events in order, including relevant detail e.g. "We went to the play barn and went on the shiny, blue slides. They were very fast."</li> <li>• Choose their own friends and play mates.</li> </ul>  |
| <b>Participate in class and group discussions, performances, role play and simple debate</b> | <ul style="list-style-type: none"> <li>• Developing imaginative / pretend play: 'making dinner' or 'taking the baby to the shops in the buggy'.</li> <li>• Respond in choral situations in class.</li> <li>• Increasingly respond to the register.</li> <li>• Will sometimes offer their ideas in whole class situations.</li> <li>• Increasingly input into smaller group interactions.</li> <li>• Can sometimes share simple answers with a talk partner. E.g. yes / no, like / dislike / what's my favourite / which one type answers.</li> <li>• Express their opinions e.g. I like / don't like it, No or yes.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses talk to imagine - pretending that objects stand for something else in play, e.g. This box is my castle.</li> <li>• Talks more extensively about things that are of particular importance to them.</li> <li>• Use talk to explain what is happening and anticipate what might happen next.</li> <li>• Offer individual responses in class situations, e.g. opinion, idea, answer to who, what, why, how questions.</li> <li>• Make confident contributions in small groups expressing their ideas and opinions, e.g. I think we should put the ... on the ... to make it bigger.</li> <li>• Growing in confidence to share ideas when working with a talk partner.</li> <li>• Beginning to enjoy speaking in front of others when they have a part e.g. a school production.</li> </ul> | <ul style="list-style-type: none"> <li>• Use talk to imagine – to take on different roles in imaginative play, to interact and negotiate with people and to have longer conversations.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Confidently offers ideas, suggestions and opinions in whole class, group and 1 to 1 situations.</li> <li>• Confidently engages in talk partner conversation to rehearse and share ideas.</li> <li>• Can engage in simple debates e.g. The Lego is the best construction kit support or challenge / agree or disagree / right or wrong?</li> <li>• Takes part in simple performances with confidence e.g. school productions / class assemblies.</li> </ul> |

| What will pupils know and be able to do? | 2 – 3 years   | 3 – 4 years  | 4 – 5 years   |
|--|---|--|---|
| <b>Hold the interest of the listener</b> | <ul style="list-style-type: none"> <li>• Use intonation, pitch and changing volume when talking.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use intonation, rhythm and phrasing to make meaning clear to others.</li> <li>• Beginning to use different voices and pauses for effect, linked to simple emotions.</li> </ul>  | <ul style="list-style-type: none"> <li>• Increasingly aware of audience</li> <li>• Include relevant details to engage their audience e.g. adding little details such as what they ate, why it was funny, why they enjoyed something, a joke or an amusing fact.</li> <li>• Can use volume, pace and tone for effect.</li> <li>• Has an increasing understanding of different voices for different characters and how to use fast, slow and pauses for effect when talking.</li> <li>• Links voice tone and volume to emotion.</li> </ul>                  |
| <b>Acquire new vocabulary rapidly</b>    | <ul style="list-style-type: none"> <li>• Learn new words very rapidly and use them in communicating.</li> <li>• Towards their third birthday use around 300 words.</li> <li>• Understand at least 500 words.</li> </ul> | <ul style="list-style-type: none"> <li>• Build up vocabulary that reflects the breadth of their experiences.</li> <li>• Understand at least 1000 words.</li> <li>• Is beginning to connect words e.g. animal words, words for body parts, words related to the home / garden.</li> </ul> | <ul style="list-style-type: none"> <li>• Is learning more words all the time as well as thinking more about the meanings of words, such as describing the meaning of simple words or asking what a new word means.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring sounds of new words as well as the meaning.</li> <li>• Understand about 10,000 words.</li> <li>• Is developing connections between words from the same semantic field e.g. emergency - accident, harm, dangerous, trapped, (blue) light, siren.</li> </ul> |

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|--|---|--|---|
| <b>Understanding Language Structures</b> | <ul style="list-style-type: none"> <li>Develop understanding of simple concepts (e.g. fast/slow, good/bad).</li> <li>Understand who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?).</li> <li>Show that they understand action words by pointing to the right picture in a book, such as: "Who's running?".</li> <li>Identify action words by following simple instructions, e.g. show me jumping.</li> </ul> | <ul style="list-style-type: none"> <li>Understand use of objects (e.g. Which one do we cut with?).</li> <li>Show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</li> <li>Begin to understand why and how questions.</li> <li>Understand and often use colour, number and time related words, for example, 'blue' bus, 'two' fingers.</li> </ul> | <ul style="list-style-type: none"> <li>Understand a range of complex sentence structures including negatives, plurals and tense markers.</li> <li>Understand simple humour, e.g. nonsense rhymes, jokes.</li> <li>Understand questions such as who; why; when; where and how.</li> <li>Understand more complicated language such as 'first', 'last', 'might', 'maybe', 'above' and 'in between'.</li> <li>Understand words that describe sequences such as "first we are going to the shop, next we will play in the park".</li> </ul>          |
| <b>Listening to stories and rhymes</b>   | <ul style="list-style-type: none"> <li>Listen with interest to the noises adults make when they read stories.</li> <li>Show interest in playing with sounds, songs and rhymes.</li> </ul>   | <ul style="list-style-type: none"> <li>Listen to familiar stories with increasing attention and recall.</li> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> </ul>  | <ul style="list-style-type: none"> <li>Able to follow a story without pictures or props.</li> <li>Able to re-tell short stories they have heard in roughly the right order and using language that makes it sound like a story.</li> <li>Listen to longer stories and answer questions about a story they have just heard, for example, simple questions such as "Who did Jack find at the top of the Beanstalk?", "Was the Giant kind?".</li> <li>Enjoy listening to stories, songs and rhymes and will start to make up their own.</li> </ul> |

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|--|--|---|--|
| <b>Developing Conversation</b>           | <ul style="list-style-type: none"> <li>Be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times.</li> <li>Be able to answer questions about 'why' something has happened.</li> </ul> | <ul style="list-style-type: none"> <li>Listen to others in one-to-one or small groups, when conversation interests them.</li> <li>Question why things happen and give explanations. Ask e.g. who, what, when, how.</li> </ul> | <ul style="list-style-type: none"> <li>Listen and responds to ideas expressed by others in conversation or discussion.</li> <li>Take turns in much longer conversations.</li> <li>Ask relevant questions or make relevant comments in relation to what they have heard.</li> <li>Offer explanations for why things happen, how things work.</li> </ul> |