

## Woodside Primary School

### Reception

#### Progression of Communication and Language skills

Development matters	Early learning goals
<p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases.</li><li>• Engage in story times.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>	<p>Listening, Attention and Understanding</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>Speaking</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>

Below shows the progression of skills that build towards the Communication and Language Early Learning Goals.

Listening, Attention and Understanding							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>Single channels attention (name used to help focus)</p> <p>Listens when stories and conversations that interest them.</p> <p>To follow simple instructions.</p>	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow instructions.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more.</p> <p>To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p>	<p>To understand questions such as who, what, where, when, why and how.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p>	<p>To respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>

Speaking							
Entry point	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early learning goal
<p>Joins in sharing a range of rhymes and songs.</p> <p>Most speech is clear and can be understood.</p>	<p>To talk in front of a small group.</p> <p>To talk to class adults.</p> <p>To learn new vocabulary.</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To talk in sentences using conjunctions e.g. and, because.</p> <p>Retells simple stories.</p>	<p>To share their work to the class-standing up at the front.</p> <p>To use new vocabulary in different contexts</p>	<p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To talk to different adults around the school.</p> <p>To talk about why things happen.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>

<p>Describes personal events.</p> <p>Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). 'They are getting their bike.'</p> <p>Uses talk to develop friendships.</p> <p>Uses talk to communicate needs and wants.</p>	<p>Joins in with repeated refrains and key phrases.</p>	<p>Speech is clear and can be understood.</p>	<p>Asks lots of questions- why, what, where, who, how.</p>		<p>Takes turns in much longer conversation.</p> <p>Uses well-formed sentences.</p>	<p>To talk in sentences using a range of tenses.</p>	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>
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