

## EYFS Progression of skills and assessment checkpoints - **Communication and Language**

### Listening, Attention and Understanding

### Speaking

#### Listening, Attention and Understanding.

<p><b>Birth-Three</b></p> <p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.C&amp;L.B-3(a)</p> <p>. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>. Watch someone’s face as they talk. C&amp;L.LA&amp;U.B-3(c)</p> <p>. Recognise and are calmed by a familiar and friendly voice.</p> <p>. Listen and respond to a simple instruction. C&amp;L B-3(g)</p> <p>. Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. C&amp;L.B-3(0)</p> <p>. Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.C&amp;L.B-3(p)</p> <p>. Understand simple instructions like “give to mummy” or “stop”. C&amp;L.B-3(q)</p> <p>. Recognise and point to objects if asked about them. C&amp;L.B-3(r)</p> <p>. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. C&amp;L.B-3(s)</p> <p>. Listen to other people’s talk with interest but can easily be distracted by other things. C&amp;L.B-3(t)</p> <p>. Listen to simple stories and understand what is happening, with the help of the pictures. C&amp;L.B-3(1)</p> <p>. Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat, ‘blue car’, ‘shiny apple’. C&amp;L.B-3(2)</p> <p>. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. C&amp;L.B-3(3)</p> <p>. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’. C&amp;L.B-3(4)</p>	<p><b>Three- Four Years</b></p> <p>. Enjoy listening to longer stories and can remember much of what happens. C&amp;L.3-4(a)</p> <p>• Can find it difficult to pay attention to more than one thing at a time. C&amp;L.3-4(b)</p> <p>. Use a wider range of vocabulary. C&amp;L.3-4(c)</p> <p>. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” C&amp;L.3-4(d)</p> <p>. Understand ‘why’ questions, like “ Why do you think the caterpillar got so fat?” C&amp;L.3-4(e)</p>	<p><b>Reception</b></p> <p>. Understand how to listen carefully and why listening is important. C&amp;L.REC(a)</p> <p>. Learn new vocabulary. C&amp;L.REC(b)</p> <p>. Use new vocabulary through the day. C&amp;L.REC(c)</p> <p>. Listen to and talk about stories to build familiarity and understanding. C&amp;L.REC(k)</p> <p>. Listen carefully to rhymes and songs, paying attention to how they sound. C&amp;L.REC(n)</p> <p>. Learn rhymes, poems and songs. C&amp;L.REC(o)</p> <p>. Engage in non-fiction books. C&amp;L.REC(p)</p> <p>. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. C&amp;L.REC(q)</p>	<p><b>Listening, Attention and Understanding.- ELG .</b></p> <p><b>.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. C&amp;L.LAU.ELG</b></p> <p><b>• Make comments about what they have heard and ask questions to clarify their understanding. C&amp;L.LAU.ELG</b></p> <p><b>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. C&amp;L.LAU.ELG</b></p>
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<p style="background-color: #00FF00; display: inline-block; padding: 2px;">Listening to others</p>	<p>I turn to people talking and gaze at them. I watch their face.</p>	<p>I can listen and respond to a simple instruction. I listen to a short story in a</p>	<p>I enjoy listening to stories. I can listen to adults</p>	<p>I can listen to and respond to more than one instruction I know why listening carefully is important e.g. safety, following instructions.</p>	<p>I listen to stories with interest. I listen to rhymes, poems and songs carefully. I can listen to and respond to my peers appropriately when playing with them.</p>	<p>I listen to non-fiction books. I am developing new knowledge through listening to these books.</p>	<p>I listen attentively during discussions as a class, with peers and with my teacher. C&amp;L.LAU. ELG</p>
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		small group or 1:1.							
Asking questions.	I understand simple questions e.g. "what is that?"	I understand questions that involve two actions.	I can ask a why question	I understand 'why' questions and respond appropriately to them.	I can ask questions about stories that have been read to me and I have read. C&L. LAU. ELG	I can ask questions in discussions when 1:1, in small groups and larger class discussions. C&L. LAU. ELG			
Having conversations	I act on sentences e.g. "can I build a tower with you?"	I can respond appropriately to actions e.g. adult says "I like you	I can respond appropriately to an adults comment with an appropriate worded response e.g. "I like your dress" child responds "it is red".	I can comment on my play to a peer whilst playing alongside them at the same activity	I can respond to a comment appropriately my peer has made whilst playing alongside them at the same activity	I can ask and answer questions as part of a conversation with my peers.  I use new vocabulary in my conversations.	I can listen attentively and respond appropriately during conversations. C&L. LAU. ELG		I can hold a conversation with my peers and teachers back and forth.

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## Speaking

### Birth-Three

- . Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. C&L.B-3(d)
- . Enjoy singing, music and toys that make sounds. C&L B-3(e)
- . Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). C&L.B-3(h)
- Babble, using sounds like ‘ba- ba’, ‘mamama’. C&L.B-3(i)
- Use gestures like waving and pointing to communicate. C&L.B-3(j)
- . Reach or point to something they want while making sounds. C&L.B-3(k)
- . Copy your gestures and words. C&L.B-3(l)
- . Constantly babble and using single words during play. C&L.B-3(m)
- . Use intonation, pitch and changing volume when ‘talking’. C&LB-3(n)
- . Can become frustrated when they can’t make themselves understood. C&L.B-3(u)
- Start to say how they are feeling, using words as well as actions. C&L.B-3(v)
- . Start to develop conversation, often jumping from topic to topic. C&L.B-3(w)
- . Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. C&L.B-3(x) Adult to add in speech and conversation.
- . Use the speech sounds, p, b, m, w. C&L.B-3(y)
- . Are usually still learning to pronounce:- /l/r/w/y f/th. s/sh/ch/ dz/ j multi-syllabic words such as ‘banana’ and ‘computer’. C&L.B-3(z)

### Three- Four Years

- Sing a large repertoire of songs. C&L.3-4(f)
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story. C&L.3-4(g)
  - . Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ ‘swimmed’ for ‘swam’. C&L.3-4(h)
  - . May have problems saying”- Some sounds: r, j, th, ch, and sh – multi-syllabic words such as ‘pterodactyl’, ‘planetarium’, or ‘hippopotamus’. C&L.3-4(i)
  - . Use longer sentences of four to six words. C&L.3-4(j)
  - . Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. C&L.3-4(k)

### Reception

- . Learn new vocabulary. C&L.REC(b)
- . Use new vocabulary through the day. C&L.REC(c)
- . Ask questions to find out more and to check they understand what has been said to them. C&L.REC(d)
- . Articulate their ideas and thoughts in well-formed sentences. C&L.REC(e)
- . Connect one idea or action to another using a range of connectives. C&L.REC(f)
- . Describe events in some detail. C&L.REC(g)
- . Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. C&L.REC(h)
- . Develop social phrases. . C&L.REC(i)
- . Engage in story times. . C&L.REC(j)
- . Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. C&L.REC(l)
- . Use new vocabulary in different contexts. C&L.REC(m)
- . Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. C&L.REC(q)

### Speaking- ELG .

- . **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. C&L.SP.ELG**
- **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. C&L.SP.ELG**
- **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**

					<p>. Can start a conversation with an adult or a friend and continue it for many turns. C&amp;L.3-4(l)</p> <p>. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the bus driver." C&amp;L.3-4(m)</p>						<p><b>modelling and support from their teacher.</b></p> <p><b>C&amp;L.SP.ELG</b></p>	
Vocabulary and explanations	I can copy noises an adult makes e.g. 'moo' for a cow	I can make noises to represent objects	I copy the words adults make around me.	I learn new words rapidly.	Use my words to show my wants and needs. E.g. I want..	I learn new vocabulary , I use this throughout the day	I am learning simple rhymes  I can express my opinion in a simple way..	I can describe some events with detail. I can use new vocabulary in different contexts. I can use new vocabulary related to non-fiction.	I use recently introduced vocabulary in discussions. I explain why things happen. C&L.SP.ELG			
Progression of a child's speech sounds	I am babbling.	I use the speech sounds p,b,m,w.		I am still learning to pronounce l,r,w,y,f,th,s,sh,c h,dz,j. I am still learning to pronounce longer words such as 'banana' and 'computer'.	I may have problems with irregular tenses such as 'runned' or 'swimmed'.	I may have problems saying the sounds r,j,th.ch.sh or multisyllabic words such as hippopotamus.	I can say 'ed' past words e.g. jumped.	I use connectives in my speech.	I speak in full sentences. I speak with conjunctions and in past, present and future tenses. C&L.SP.ELG			
Progression of speech	I can copy noises e.g. moo for a cow.	I can say noises by myself, e.g. when shown a cow says moo.	I can babble.	I can copy individual words.	I can say individual words.	I can say 2-3 word sentences	I can say 4-5 word sentences. I can ask simple questions.	I can talk about myself. e.g. Me like red or I like red.	I can say longer sentences 4-6 words.	I can start to join two sentences together using words 'and'  I can tell a two-sentence story. E.g I went to the park, I went on the swings.	I can use words like first or next in a sentence  I can say long and detailed sentence	I can develop their own narratives and explanations by connecting ideas or events. SP ELG