

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

## Listening, Attention and Understanding

## Speaking

### Listening, Attention and Understanding.

#### Birth-Three

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&L.B-3(a)

- . Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- . Watch someone's face as they talk. C&L.LA&U.B-3(c)
- . Recognise and are calmed by a familiar and friendly voice.
- . Listen and respond to a simple instruction. C&L B-3(g)
- . Understand single words in context – 'cup', 'milk', 'daddy'. C&L.B-3(0)
- . Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. C&L.B-3(p)
- . Understand simple instructions like "give to mummy" or "stop". C&L.B-3(q)
- . Recognise and point to objects if asked about them. C&L.B-3(r)
- . Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. C&L.B-3(s)
- . Listen to other people's talk with interest but can easily be distracted by other things. C&L.B-3(t)
- . Listen to simple stories and understand what is happening, with the help of the pictures. C&L.B-3(1)
- . Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat, 'blue car', 'shiny apple'. C&L.B-3(2)
- . Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. C&L.B-3(3)
- . Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'. C&L.B-3(4)

#### Three- Four Years

- . Enjoy listening to longer stories and can remember much of what happens. C&L.3-4(a)
- Can find it difficult to pay attention to more than one thing at a time. C&L.3-4(b)
- . Use a wider range of vocabulary. C&L.3-4(c)
- . Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." C&L.3-4(d)
- . Understand 'why' questions, like " Why do you think the caterpillar got so fat?" C&L.3-4(e)

#### Reception

- . Understand how to listen carefully and why listening is important. C&L.REC(a)
- . Learn new vocabulary. C&L.REC(b)
- . Use new vocabulary through the day. C&L.REC(c)
- . Listen to and talk about stories to build familiarity and understanding. C&L.REC(k)
- . Listen carefully to rhymes and songs, paying attention to how they sound. C&L.REC(n)
- . Learn rhymes, poems and songs. C&L.REC(o)
- . Engage in non-fiction books. C&L.REC(p)
- . Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. C&L.REC(q)

#### Listening, Attention and Understanding.- ELG .

- 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&L.LAU.ELG**

- Make comments about what they have heard and ask questions to clarify their understanding. **C&L.LAU.ELG**

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **C&L.LAU.ELG**

Listening to others.	I turn to people talking and gaze at them. I watch their face.	I can listen and respond to simple instructions. I listen to stories.	I enjoy listening to stories. I can only listen to one thing at a time.	I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions.	I listen to stories with interest. I listen to rhymes, poems and songs carefully.	I listen to non-fiction books. I am developing new knowledge through listening to these books.	I listen attentively during discussions as a class, with peers and with my teacher. C&L.LAU. ELG	
Asking questions.	I understand simple questions e.g. "who is that?"	I understand questions that involve two actions.	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 copy facial expressions. I act on sentences e.g. "get your coat".	I am using a wider range of vocabulary.	I am learning new vocabulary e.g. through stories.	I can talk about a range of stories and books.	I can listen carefully during discussions.	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.

## Speaking

<p><b>Birth-Three</b></p> <ul style="list-style-type: none"> <li>. Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. C&amp;L.B-3(d)</li> <li>. Enjoy singing, music and toys that make sounds. C&amp;L B-3(e)</li> <li>. Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). C&amp;L.B-3(h)</li> <li>• Babble, using sounds like ‘ba- ba’, ‘mamama’. C&amp;L.B-3(i)</li> <li>• Use gestures like waving and pointing to communicate. C&amp;L.B-3(j)</li> <li>. Reach or point to something they want while making sounds. C&amp;L.B-3(k)</li> <li>. Copy your gestures and words. C&amp;L.B-3(l)</li> <li>. Constantly babble and using single words during play. C&amp;L.B-3(m)</li> <li>. Use intonation, pitch and changing volume when ‘talking’. C&amp;L.B-3(n)</li> <li>. Can become frustrated when they can’t make themselves understood. C&amp;L.B-3(u)</li> <li>• Start to say how they are feeling, using words as well as actions. C&amp;L.B-3(v)</li> <li>. Start to develop conversation, often jumping from topic to topic. C&amp;L.B-3(w)</li> <li>. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. C&amp;L.B-3(x) Adult to add in speech and conversation.</li> <li>. Use the speech sounds, p, b, m, w. C&amp;L.B-3(y)</li> <li>. 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&amp;L.B-3(z)</li> </ul>	<p><b>Three- Four Years</b></p> <p>Sing a large repertoire of songs. C&amp;L.3-4(f)</p> <ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story. C&amp;L.3-4(g)</li> <li>. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ ‘swimmed’ for ‘swam’. C&amp;L.3-4(h)</li> <li>. May have problems saying”- Some sounds: r, j, th, ch, and sh – multi-syllabic words such as ‘pterodactyl’, ‘planetarium’, or ‘hippopotamus’. C&amp;L.3-4(i)</li> <li>. Use longer sentences of four to six words. C&amp;L.3-4(j)</li> <li>. 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&amp;L.3-4(k)</li> <li>. Can start a conversation with an adult or a friend and continue it for many turns. C&amp;L.3-4(l)</li> <li>. 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)</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>. Learn new vocabulary. C&amp;L.REC(b)</li> <li>. Use new vocabulary through the day. C&amp;L.REC(c)</li> <li>. Ask questions to find out more and to check they understand what has been said to them. C&amp;L.REC(d)</li> <li>. Articulate their ideas and thoughts in well-formed sentences. C&amp;L.REC(e)</li> <li>. Connect one idea or action to another using a range of connectives. C&amp;L.REC(f)</li> <li>. Describe events in some detail. C&amp;L.REC(g)</li> <li>. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. C&amp;L.REC(h)</li> <li>. Develop social phrases. . C&amp;L.REC(i)</li> <li>. Engage in story times. . C&amp;L.REC(j)</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. C&amp;L.REC(l)</li> <li>. Use new vocabulary in different contexts. C&amp;L.REC(m)</li> <li>. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. C&amp;L.REC(q)</li> </ul>	<p><b>Speaking- ELG .</b></p> <ul style="list-style-type: none"> <li>. <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. C&amp;L.SP.ELG</b></li> <li>• <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. C&amp;L.SP.ELG</b></li> <li>• <b>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. C&amp;L.SP.ELG</b></li> </ul>
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<p><b>Holding discussions with others.</b></p>	<p>I can copy adults taking turn in conversations. I try to copy adult speech.</p>	<p>I use gestures and copy gestures and words. I am beginning to develop conversation.</p>	<p>I can express my point of view using words and actions.</p>	<p>I can start a conversation and continue it.</p>	<p>I can use talk to resolve my problems.</p>	<p>I can hold a conversation with my peers and teachers back and forth.</p>	<p>I can explain why things happen and use new vocabulary during these discussions C&amp;L.SP.ELG</p>	
<p><b>Vocabulary and explanations</b></p>	<p>I copy the words adults make around me.</p>	<p>I am learning rhymes. I can express my point of view.</p>	<p>I can use talk to organise my play.</p>	<p>I learn new vocabulary. I use this throughout the day.</p>	<p>I can describe some events with detail. I can use new vocabulary in different contexts. I can use new vocabulary related to non-fiction.</p>	<p>I use recently introduced vocabulary in discussions. I explain why things happen. C&amp;L.SP.ELG</p>		
<p><b>Progression of a child’s speech.</b></p>	<p>I am babbling. I am copying adults speech. I use the speech sounds p,b,m,w.</p>	<p>I am still learning to pronounce l,r,w,y,f,th,s,sh,ch,dz,j. I am still learning to pronounce longer words such as ‘banana’ and ‘computer’.</p>	<p>I may have problems with irregular tenses such as ‘runned’ or ‘swimmed’.</p>	<p>I may have problems saying the sounds r,j,th.ch.sh or multisyllabic words such as hippopotamus.</p>	<p>I am using longer sentences of 4 – 6 words.</p>	<p>I can articulate my ideas and thoughts through well-articulated sentences.</p>	<p>I use connectives in my speech.</p>	<p>I speak in full sentences. I speak with conjunctions and in past, present and future tenses. C&amp;L.SP.ELG</p>