

### Curriculum Progression Map for EYFS – Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go. Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do. Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving					
Themes	All About Me/ Play	People Who Help Us/ Food	Light and Dark/ Staying Healthy	Animals/ Perfect Plants	Our Wonderful World/ Traditional Tales	Summer/ Moving On
<b>Nursery</b>  <b>Listening, Attention and Understanding and Speaking</b>	I can learn new words and develop use of language through play.	I can learn new words and develop use of language through play.	I can learn new words and further develop use of language through play.	I can learn new words and further develop use of language through play.	I can learn new words and further develop use of language through play.	I can learn and use new words and further develop use of language through play.
	I can use sounds in play.	I can use words to communicate for a range of purposes.	I can use different types of every day words.	I can use different types of every day words to build on conversational skills.	I can use language to share feelings experiences and thoughts.	I can use words to communicate for a range of purposes using simple sentences.
	I can imitate words and sounds.	I can use single words and phrases.	I can speak in simple sentences.	I can ask simple questions.	I can hold a conversation, jumping from topic to topic.	I can copy familiar expressions.
	I can experiment with using sounds.	I can copy familiar expressions.	I can ask simple questions.	I can begin to talk about things that are not present.	I can use a variety of questions (what, where, who).	I can use different types of every day words.
	I can use pointing with eye gaze, fingers, hands or language for simple requests and develop basic manners.	I can use different types of every day words.	I enjoy listening to longer stories and begin to remember what happens.	I can recognise and respond to familiar sounds.	I can use longer sentences.	I can follow two/three-part instructions.
	I can pay attention to a dominant stimulus and I enjoy listening to stories.	I can put two words together. Enjoy listening to longer stories.	I am beginning to build a repertoire of songs and rhymes.	I can listen to others in 1-1 or small groups.	I can listen to familiar stories with increasing attention and recall.	I enjoy listening to longer stories and remember much of what happens.
	I can begin to follow a one-part instruction	I can laugh and be playful with others.  I can follow one-part instructions	I can follow two-part instructions.	I can follow two-part instructions.	I can join in with repeated refrains and anticipate key events.  I can follow two/three-part instructions.	I have a large repertoire of songs, poems, and rhymes.

Themes	Marvellous Me	My World	Super Science	Living Things	Come Outside	Change
<b>Reception</b>  <b>Listening, Attention and Understanding and Speaking</b>	I can look at who is talking to me and who I am talking to.	I can use specific vocabulary based on the topic e.g. sweet, spicy	I can listen attentively to questions or scenarios that require making predictions.	I can use the joining connective 'however'	I can Listen attentively and respond to questions	<b>ELG: Listening, Attention and Understanding</b> I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  I can make comments about what I have heard and ask questions to clarify my understanding.  I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.  <b>ELG: Speaking</b> I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.  I can offer explanations for why things might happen, making use of recently introduced
	I can wait my turn.	I can speak in sentences, using the connective 'and' for longer sentences	I can use future tense to articulate predictions e.g. I think it	I can use comparative and descriptive language	I can describe events that have happened to me.	
	I can use language to express my needs and feelings	I can start to answer 'what' and 'why' questions	I can use joining connectives for longer sentences, 'and', 'but', 'so', 'because'	I can talk about similarities and differences between stories and objects.	I use well-formed sentences	
	I can speak so I can be heard and understood	I can follow instructions that involve more than one action	I can start to answer what, where, when, how and why questions	I can use specific vocabulary to support discussion	I can use joining connectives for longer sentences – and, because, so, but	
	I can use gestures to support meaning in play	I can build friendship using talk	I can answers contain more detail and are relevant to what has been asked	I can ask questions to extent knowledge.	I can listen and respond appropriately	
	I can follow simple instructions	I can listen and respond appropriately	I can engage in story-times.	I can understand and respond to questions.	I can wait for my turn to talk	
	I can use talk in play to practise new vocabulary.	I can listen to, retell, and discuss stories and non-fiction books.	I can listen to, retell, and discuss stories and non-fiction books.	I can engage in discussions with peers about comparison	I can speak clearly at appropriate volume	
	I can speak in sentences	I can learn rhymes, poems, and songs.	I can learn rhymes, poems, and songs.	I can take turns to share observations and ideas	I can make eye contact when speaking to someone or being spoken to and remain still	
	I can build friendships through talk			I can use language to reason and explain thoughts I can re-tell stories in detail.	I can act out stories using different voices and gestures for characters I have a growing repertoire of songs, poems, and rhymes	
	I can listen to and talk about stories.			I can explore non-fiction books and use them to deepen familiarity with new knowledge and vocabulary.		

				I can learn rhymes, poems, and songs.		<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>
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