

United Learning

EYFS Curriculum: Progress

Communication and Language



Communication and Language

Literacy	
Development Matters N3/4	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Development Matters Reception	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
ELG	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language: Termly Milestones Nursery

Year Group	Listening, Attention and Understanding	Speaking
Nursery Autumn	<ul style="list-style-type: none"> • Be able to talk about familiar books: -Sit and listen to a story -Answer simple question about what they have heard • Enjoy listening to longer stories and can remember much of what happens. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. 	<ul style="list-style-type: none"> • Develop their communication: -Speak in simple sentences • Develop their communication but may continue to have problems with irregular tenses and plurals. • Use a wider range of vocabulary.
Nursery Spring	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Suggest how a story might end -Join in repeated refrains from stories -Make simple predictions. -Retell a familiar story. • Use vocabulary in their play, that reflects their experiences of books. 	<ul style="list-style-type: none"> • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” • Use longer sentences of four to six words. • Develop their communication, to talk about a past event but may continue to have problems with irregular tenses • Use a wider range of vocabulary. • Use vocabulary in their play, that reflects their experiences of books. • Sing a large repertoire of songs.
Nursery Summer	<ul style="list-style-type: none"> • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • 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. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play.

Communication and Language: Termly Milestones Reception

Year Group	Listening, Attention and Understanding	Speaking
Reception Autumn	<ul style="list-style-type: none"> Engage in story times Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Understand how to listen carefully and why listening is important. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Use new vocabulary through the day.
Reception Spring	<ul style="list-style-type: none"> <i>Engage in non-fiction books.</i> <i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i> <i>Listen to and talk about stories to build familiarity and understanding.</i> <i>Ask questions to find out more and to check they understand what has been said to them.</i> Make simple predictions about what will happen next when reading or listening to a text Answer why and how stories about a text Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Understand and use new vocabulary introduced through non-fiction texts and stories Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
Reception Summer	<ul style="list-style-type: none"> <i>Ask questions to find out more and to check they understand what has been said to them.</i> <i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Listen to and talk about stories to build familiarity and understanding.-<i>Link events in a story to their own experiences.</i> 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Learn and use new vocabulary
Y1 Links	<p>English National Curriculum: Spoken Language Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English 	

Communication and Language: Termly Milestones Reception

Year Group	Reception Literacy		
	Decoding and Word Reading	Reading Comprehension	Writing
Reception Summer	<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Letters and Sounds</p> <p>Summer 1 Phase 3 Vowel digraphs: ur, ow, oi, er Trigraphs: ear, air, ure</p> <p>Summer 2 Phase 4 Adjacent consonants:</p> <ul style="list-style-type: none"> delete phoneme from a given word e.g. say feet, now say it again without /c/ (lip) add a phoneme to a word e.g. say top, now say it again with /s/ in front of it CVCC sets 1-7 letters: went, help, tent, belt CCVC sets 1-7 letters: from, stop, spot, frog, step, plan CCVCC sets 1-7 letters: stand, crisp, trend, trust, spend, glint <p>Polysyllabic words</p> <ul style="list-style-type: none"> divide spoken words into syllables delete a syllable from a word e.g. say blackboard, now say it again but don't say black. <p>Read Write Inc Set 2 – Green/ Purple Know sounds ay, ee, igh, ow, oo, oo,</p>	<p>CL</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. -Link events in a story to their own experiences. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly.
Y1 Links	<p>Read Write Inc Set 2 – Orange Know sounds: ar, or, air, ir, ou, oy, -ing, -ed, -</p>	<p>National Curriculum Year 1 Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	

