



Newbold & Tredington CofE Primary School and day Nursery Progression in Learning Framework - C&L



COMMUNICATION & LANGUAGE	Communication & Language underpins the EYFS curriculum and is fundamental in the development of all areas of the curriculum.	
Statutory Guidance - EYFS Framework	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	
Non Statutory Guidance - Development Matters	3-4 YEARS	RECEPTION
Where children are emerging, we plan for them using Birth to Three. We may use 'Birth to Five Matters' to support our planning if smaller steps are needed.	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - 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. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Develop their pronunciation but may have problems saying:- some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Use longer sentences of four to six words. - 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. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<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, and to explain how things work and why they might happen. - Develop social phrases. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



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	AUTUMN		SPRING		SUMMER		AUTUMN	SPRING	SUMMER	
SPEAKING	Interact with a trusted child or grown up in play.	Interact with other children in play.	Begin to build pretend play with one or two other children.		I am beginning to organise play with others.	Talk to an adult or friend to: Organise play, such as, "Let's go on the bus."	Develop narrative as I play.	Talk about what I am doing as I work things out or work and play with others.		
	Interact with a trusted child or grown up		Share my ideas in a small group. Ask someone for help.		Talk to an adult, friend or small group of friends to: Express a point of view		Talk to other children and grown ups for a variety of purposes.			
		Link up to 5 words together when speaking.	Use complete sentences with 4 - 6 words.		Link my ideas - using 'and', 'because'.			Use sequencing words: first, then, after that, next, finally and sentence starters, to use well formed sentences.		
	Use new words linked to our learning theme.									
	Talk about things you - know about myself - can see, hear, smell, taste and feel around me		Talk about the things you can see in front of me and in pictures and photographs	Talk about some of the things I have done using role play, small world and other props to help me.	Use role play and small world play to share experiences and ideas using vocabulary learnt.			Use small world and role play to retell stories and share information.	Use role play and small world to tell stories and share information.	
		Ask questions: what? where? why?			Ask a variety of questions using: who? what?where? why? how?					



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UNDERSTANDING	Follow new one step instructions, understanding some positional words: on, in, next to		Respond to positional and directional words: behind, in front, next to, under, over, on, off, up, down	Follow two part instructions.		Follow instructions with 3 or 4 steps.				
	Talk about things I: - know about myself - can see, hear, smell, taste and feel around me		Talk about the things you can see and in pictures and photographs	Talk about some of the things you have done using role play, small world and other props to scaffold.	Answer simple 'why?' questions.	Use story maps to link events together in sequence: first, then, after that, next, finally	Ask questions to check my understanding and to find out more.	Use pictures and photographs to find differences and similarities Begin to use language modelled ('so that', 'because', 'I think it's...', 'you could...', 'it might be...' to explain.		
	Use new objects and resources with help when needed.		Use equipment and resources appropriately.	Use equipment and resources for different purposes and in new activities.			Talk about what objects might be and give some reasons.		Describe the meaning of new words to others.	Use vocabulary I have learnt to: Explain my ideas to others Share information
		Learn new songs, rhymes and stories using props to help join in.	Use props, pictures, actions and some words to understand a simple story.	Use props, pictures, actions and some words to understand longer stories.	Learn new songs, rhymes, poems and stories using actions, words and pictures.	Use talk and pictures to share my ideas about stories I have heard.	Sequence stories using pictures and talk.	I am developing understanding of how stories are structured using words and actions to link events and of how information can be shared.	Show understanding of stories, songs and poems by answering and asking questions about them.	Make own stories using a familiar story - changing events or characters. (orally)



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LISTENING & ATTENTION		Listen 1:1, or sometimes in a small group when the activity interests me.	Listen in a small group.	Be ready to listen: in a larger group when it is time to shift my attention					
		Join a conversation interested in.	Listen and join in appropriately. Take turns to talk and listen with help.	Take turns to talk and listen with a reminder.		Be ready to take turns to listen and speak.			Show understanding of stories, songs and poems by answering and asking questions about them.
	Share some rhymes and songs I know.	Learn new songs, rhymes and stories using props to help join in.	Use repetitive phrases to join in retelling familiar story. Learn new songs and rhymes using some actions and words to join in.	Talk about events in a simple story. Join in with a range of songs, rhymes and stories.	Listen to longer stories and remember some key events and characters.	Retell stories using story maps and language from the texts.	Use story maps to link events together in sequence: first, then, after that, next, finally	Join in with stories and non-fiction during class and group retelling using new vocabulary.	Show understanding of stories, songs and poems by answering and asking questions about them. Know a wide range of songs, rhymes and stories.
	Shift from one task to another when you have my full attention, for example, "Jason, can you show me 5?"	Spend longer focused on a self chosen activity. Become familiar with visual and verbal cues to help me listen.	Shift from one task to another with a reminder. Focus on an adult activity, maintaining concentration for 5 minutes. Respond to visual and verbal cues to listen to a story in a larger group	Shift from one task to another when I hear a signal. Focused on a self chosen activity for increasing lengths of time. Focus on an adult activity, maintaining concentration for 10 minutes. Respond to visual and verbal cues to listen to an activity in a larger group	Respond to visual and verbal cues to aid listening in wider activities (e.g. group activity involving using resources	Listen during wider group activity (e.g. involving resources.) and usually offer appropriate responses.	Respond to visual and verbal cues to aid listening in whole class story time or other activities Listen carefully during whole class learning and usually offer appropriate responses.	Respond to any prompts or reminders to be 'ready'. Listen and stay focused during adult led learning.	Respond quickly to any prompts or reminders to be 'ready' Be ready to listen during whole class time (e.g. for story and short discussion, PE activities, etc.)



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