



Progression for Communication and Language				
	2-3 's	3-4's pre school	Entering reception	ELG
Listening and attention	<ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in story and rhyme. Enjoys rhymes and demonstrates by responding with actions or vocal Rigid attention - appear not to hear Listens with interest to the noise adults make when they tell stories. Recognises and responds to familiar sounds ie knocking at the door. Shows interest with sounds songs and rhymes. 	<ul style="list-style-type: none"> Listens to others when conversation interests them Listens to stories with increasing attention and recall. Joins in with repeated phrases Focusing attention can listen and do. Follow instructions not on own activity of own choice. 	<ul style="list-style-type: none"> Listens to others when conversation interests them. anticipates key events and phrases. Follow instructions not on own activity of own choice. Children sit and listen with concentration during appropriate activity. Can listen and do for a short span of time. 	<ul style="list-style-type: none"> Can listen in a range of situations. They listen to stories and respond to stories with relevant comments questions or actions. They listen to their friends and respond appropriately while engaged in another activity. Can listen in a larger group eg assembly <p><i>Children can follow instructions and follow them accurately, asking for help if needed.</i></p> <p><i>They listen to stories with concertation without pictures or props.</i></p>
Understanding	<ul style="list-style-type: none"> Find objects when asked or identify objects from a group. Understand a simple sentence like throw the ball. Understands actions words when using or seeing another complete the action. Begins to understand more complex sentences eg put your toys away then we will read a story. Begins to understand who what and where in simple questions. Developing an understanding of concepts like big and little Begin to understand the use of objects. 	<ul style="list-style-type: none"> Identifies action words by pointing to a picture. Under stands who what and where in simple questions. Understand the use of objects. Understands prepositions under on top etc Responds to simple instructions. Beginning to understand how and why questions. 	<ul style="list-style-type: none"> Responds to instructions using 2 parts. Begin to understand humour and jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others. They begin to answer how and why questions about their own experiences. 	<ul style="list-style-type: none"> Children follow instructions with several ideas or actions. They begin to answer how and why questions in response to stories. Children can express their views about stories. <ul style="list-style-type: none"> The can answer questions about how things happened in the story. They can carry out instructions that contain several parts in sequence.



	<ul style="list-style-type: none"> • Responds to simple instructions. 			
Speaking	<ul style="list-style-type: none"> • Copies familiar expressions "oh dear" • Put 2 words together want ball • Use different types of everyday words nouns verbs and adjectives. • Beginning to ask simple questions. • Beginning to talk about people who are not present. • Learns new words and how to use them. • Encouraged to use talk alongside gestures • Modelled and encouraged to use simple sentences. 	<ul style="list-style-type: none"> • Sharing thoughts, feelings and experiences. • Holds a conversation jumping topic to topic. • Uses who what where questions. • Be able to use simple sentences. • Beginning to use more complex sentences. • Can retell an event in the correct order. • Uses talk to connect ideas talking about experiences and what might happen next. • Use vocab focused on objects of particular importance to them. • Uses talk around pretend play 	<ul style="list-style-type: none"> • Extends vocab by grouping and naming objects. • Using language to imagine and recreate roles. • Links statements and sticks to a main theme. • Uses talk to organise and sequence thinking ideas, feeling and events. • Introduces story line and play 	<ul style="list-style-type: none"> • Express themselves showing awareness of listeners needs. • Use past, present and future tense accurately. • Develop their own narratives and explanations by connecting ideas or events. • <i>Children show awareness of listener by changing language and non-verbal features.</i> • <i>Recount experiences and imagine possibilities.</i> • <i>They use a range of vocab in imaginative ways when sharing information and expressing ideas.</i>