



## Curriculum Progression Map for EYFS-Communication and Language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Characteristics of Effective Learning</b>	<p>Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go.</p> <p>Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do.</p> <p>Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving.</p>					
<b>Themes</b>	Guess Who?	Winter Wonderland	Roars and claws	Eye Spy	Telling Tales	What a Splash!
<b>Nursery</b>  <b>PRIME AREA</b> Communication and Language (CL) - Listening, attention, understanding - Speaking.	<p>Develop use of language through play.</p> <p>Use language for simple requests and develop basic manners.</p> <p>Enjoy listening to stories.</p> <p>Begin to follow a one-part instruction.</p> <p>Ghost Hill children often need help with learning to listen to each other and take turns to speak.</p>	<p>Develop use of language through play.</p> <p>Use language for simple requests and develop manners and build on conversational skills.</p> <p>Enjoy listening to longer stories.</p> <p>Follow one -part instructions.</p>	<p>Further develop use of language through play.</p> <p>Use language for simple requests and develop manners and build on conversational skills.</p> <p>Enjoy listening to longer stories and begin to remember some of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Begin to build a repertoire of songs and rhymes.</p>	<p>Further develop use of language through play.</p> <p>Use language for simple requests and develop manners and build on conversational skills.</p> <p>Enjoy listening to longer stories and remember some of what happens.</p> <p>Use a wider range of vocabulary.</p>	<p>Further develop use of language through play.</p> <p>Follow two / three-part instructions.</p> <p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Increase their repertoire of songs and rhymes.</p>	<p>Further develop use of language through play.</p> <p>Follow two / three- part instructions.</p> <p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Use a wide range of vocabulary.</p> <p>Have a large repertoire of songs, poems, and rhymes.</p>

			Follow two-part instructions.	Increase their repertoire of songs and rhymes.  Follow two-part instructions.		
<b>Reception</b>  <b>PRIME AREA</b> <b>Communication and Language (CL) -</b> <b>Listening, attention, understanding -</b> <b>Speaking</b>	Listen carefully.  Learn and use new vocabulary.  Speak in sentences.  Develop social phrases. Engage in story-times.  Listen to and talk about stories.	Listen carefully.  Learn and use new vocabulary.  Speak in sentences, using connectives to link ideas.  Use talk to organise thinking and solve problems.  Listen to, retell, and discuss stories and non-fiction books.  Learn rhymes, poems, and songs.	Continue to learn and use new vocabulary.  Ask questions.  Use talk to organise thinking and solve problems.  Use connectives.  Develop social phrases.  Engage in story-times.  Listen to, retell, and discuss stories and non-fiction books.  Learn rhymes, poems, and songs.	Learn and use new vocabulary in different contexts.  Ask questions to deepen knowledge.  Use talk to organise thinking and solve problems.  Use connectives to link ideas.  Re-tell stories in detail.  Explore non-fiction books and use them to deepen familiarity with new knowledge and vocabulary.  Learn rhymes, poems, and songs.	Listen attentively and respond to questions.  Participate in small, group and one-to-one discussions.  Express ideas.  Continue to learn new vocabulary and use in different contexts.  Have a growing repertoire of songs, poems, and rhymes.	Listen attentively and respond by asking questions and commenting to clarify understanding by holding a back-and-forth conversation.  Offer explanations as to why things happen.  Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary and full sentences containing past, present, and future tenses as well as conjunctions.  Express ideas and feelings about their experiences using tenses, conjunctions, and modelling support.

