



North Clifton Primary School - EYFS Communication and language progression model

Taught in F1, Recapped in F2-

Taught in F2-

Key learning	Small steps of progress			
<p>Listening, attention and understanding</p>	<p>Pay attention to more than thing at a time which may be difficult</p> <p>Sing a large repertoire of songs.</p> <p>Engage in story times.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>Understand 'why' questions like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long</p>	<p>Understand how to listen and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>Speaking</p>	<p>Develop their communication but may continue to have problems with irregular tenses and</p>	<p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about</p>	<p>Learn new vocabulary.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p>



North Clifton Primary School - EYFS Communication and language progression model

Taught in F1, Recapped in F2-

Taught in F2-

	<p>plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words.</p>	<p>familiar books, and be able to tell a long story.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>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.</p>	<p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p>
--	---	---	---	--



North Clifton Primary School - EYFS Communication and language progression model

Taught in F1, Recapped in F2-



Taught in F2-

