

## North Clifton Primary School - EYFS Communication and language progression model

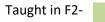
Taught in F1, Recapped in F2-

Key learning	Small steps of progress					
Listening, attention and understanding	Pay attention to more than thing at a time which may be difficult Sing a large repertoire of songs. Engage in story times.	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." 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	Understand how to listen and why listening is important. Listen to and talk about stories to build familiarity and understanding	Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.		
Speaking	Develop their communication but may continue to have problems with irregular tenses and	Use a wider range of vocabulary. Know many rhymes, be able to talk about	Learn new vocabulary.	Ask questions to find out more and to check they understand what has been said to them.		



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for 'rar 'swam'. May ha saying: j, th, cl multisy as 'pter 'planeta 'hippopu Use lon	, such as 'runned' n', 'swimmed' for we problems - some sounds: r, h, and sh - dlabic words such rodactyl', arium' or otamus' nger sentences of six words.	familiar books, and be able to tell a long story. 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." 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.	Use new vocabulary through the day. 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. Develop social phrases. Engage in story times.	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. Learn rhymes, poems and songs.
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