

Caedmon Primary School
Communication and Language
EYFS Curriculum

Key Concepts:

1. **Listening and Attention and Understanding**
2. **Speaking**

Key to colour code:

Pale purple = new learning

Mid purple = developing

Dark purple = secure

Dark grey = consolidation and application

Year Group

Nursery

Topics (are flexible and follow the children's interests):

Reception

Topics (are flexible and follow the children's interests):

Key Content:

Listens with attention-Listens with attention asking and answers questions about things they have read and heard.

Shows understanding- Can comment and ask questions on what they have heard.

Holds conversation-Can hold a back-and-forth conversation with teachers and peers.

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END OF NURSERY

MID-RECEPTION

END OF RECEPTION

Listens with attention

Pays attentions to many things at the same time.

Is able to focus attention but may change their focus of attention.

Is able to maintain focused attention for longer periods. May change their focus if something is of great interest and may fiddle but still be listening.

Enjoys listening to longer stories and can retell some of what happens.

Listens to familiar stories with increasing recall.

Can listen to a familiar story and follow along without pictures or props and is able to recall most of what happened.

Knows which part of the body we use to listen and what active listening looks like.

Knows how to listen and why it is important.

Listens to others in one-to-one or small groups, when conversation interests them.

Begins to listen in growing range of social situations.

Listens in a range of social situations, such as 1:1, small group, class, teachers and peers.

May join in with familiar repeated refrains.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Enjoys listening to non-fiction books.

Listens to non-fiction books and can recall some facts.

Listens to non-fiction books and recall some facts asking questions.

	Listens to nursery rhymes and can verbally retell 15 nursery rhymes.	Listens to traditional tales and order and retell 1 story.	Listens to traditional tales and can order and retell 3 stories.
	Shows Understanding		
	Can follow a 2-step instruction, simple instruction given to by an adult.	Listen effectively to follow instructions of 3 steps.	Can follow more complex instructions of three steps of more.
	Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"	Begins to understand <i>why</i> and <i>how</i> questions	Understands questions such as <i>who</i> ; <i>why</i> ; <i>when</i> ; <i>where</i> and <i>how</i>
	Shows understanding of prepositions such as <i>under</i> , <i>on top</i> , <i>behind</i> by carrying out an action or selecting correct picture	Begins to use prepositions correctly in speech.	Uses prepositions correctly.
	Begins to ask simple 'why' questions after listening to a story after having it modelled by an adult.	Asks why questions after listening to a story.	Ask questions to find out more and to check they understand what has been said to them.
	Holds Conversation		
	Listens to others and when asked a question by them will respond on topic.		Listens and responds to ideas expressed by others in conversation or discussion
	Will answer questions given to them by another person about their interests.	Will respond to a questions and then have further conversation on topic from that question.	
	Begins to understand humour, e.g. nonsense rhymes and jokes	May try to use humour and laugh at jokes.	Begins to use humour and repeat nonsense rhymes and jokes.
Year Group	Nursery Topics (are flexible and follow the children's interests):	Reception Topics (are flexible and follow the children's interests):	
Key Content:	Public speaking- Takes part in small group, 1:1 and class discussions using new vocabulary. Explanation- Can explain why things might happen using new vocabulary from stories, rhymes and poems. Expression- Can express themselves effectively speaking in full sentences using present, past and future tenses as well as using new vocabulary and conjunctions.	Public speaking- Takes part in small group, 1:1 and class discussions using new vocabulary. Explanation- Can explain why things might happen using new vocabulary from stories, rhymes and poems. Expression- Can express themselves effectively speaking in full sentences using present, past and future tenses as well as using new vocabulary and conjunctions.	
	END OF NURSERY	MID-RECEPTION	END OF RECEPTION

	Public Speaking		
	Start a conversation with an adult or a friend and continues it for many turns.	Can listen and comment when working in a small group.	Can listen and respond in small groups, 1:1 and class discussions.
	Uses key words (1 word answers) to describe a story setting or character.	Can describe something they have done using key words	Describe events in some detail.
	Will freely talk to familiar adults and other children in the classroom	Will say social phrases and greetings with less familiar adults (head teacher, teachers from other classrooms)	Is confident to speak to a range of staff within school, with another familiar adult presents for support.
	Explanation		
	Use a wider range of vocabulary.	Develops social phrases.	Use new vocabulary through the day.
	Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>	Uses talk to explain what is happening and anticipates what might happen next	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
	Enjoys listening to non-fiction books and may begin to use new naming vocabulary	Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Can recall facts from non-fiction books and uses these fact in the play.
	Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i>	May use story settings, characters and some key phrases from a story in their play	Introduces a storyline or narrative to their play.
	Expression		
	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Can use plurals correctly when speaking.	Can use tenses correctly when speaking.
	Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Sounds are clear and can be understood by less familiar adults.	
	Use longer sentences of four to six words.	Connect one idea or action to another using a range of connectives.	Articulate their ideas and thoughts in well-formed sentences.

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.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events