

Mayfield Primary School EYFS Progression Document



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn Term	Spring Term	Summer Term
Listening, Attention and Understanding	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in Story time by listening carefully, retaining what has been heard and recalling key points. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Contributes relevant comments in discussions. Responds to a series of instructions and a range of questions. 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. Can switch attention from one task to another. Follows complex instructions. Respond to discussions with comments and questions. Is able to listen in large group or whole school activities such as assembly, recalling some of the themes and comments at a later stage. 	<p><u>ELG Listening Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><u>ELG Listening Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>ELG Listening Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

Speaking	<ul style="list-style-type: none"> • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adults. • Connect one idea or action to another using a range of connectives. • Uses talks to communicate needs, news, feelings and ideas. • Uses plurals and some tenses correctly. • Asks questions to support their learning or understanding. 	<ul style="list-style-type: none"> • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Enjoys being part of conversations and discussions and uses new vocabulary in context. • Use talk to support their imaginative play. 	<p><u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>ELG Speaking</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
SEND	<ul style="list-style-type: none"> • Speech and Language assessment through bespoke personalised SALT programmes linked to EHCP or TLP • Adult modelling or oral blending • PECS cards used to support communication (Now and Next Boards) • EQUALS Curriculum linked to Communication aspects • 1:1 intervention linked to EHCP/TLP Targets 		