



EYFS Knowledge and Skills Progression – 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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let's Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
Memorable Experiences					
Walk around the local community. Lincolnshire Smiles	Asda Steve – food tasting	Fire engine visit Police visit Tractor visit	Boston College Pets Tammy visit Fr John visit	Poet workshops Pirate Butterflies	Teddy Bears picnic with new intake Seaside trip Ducklings
Listening, attention and Understanding					
*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. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and -forth exchanges with their teacher and peers.					
Understand how to listen carefully and why listening is important. Learn new vocabulary.	Connect one idea or action to another using a range of connectives. Describe events in some detail.		Articulate their ideas and thoughts in well-formed sentences.		



Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying careful attention to how they sound. Engage in non-fiction books.	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. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 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 a deep familiarity with new knowledge and vocabulary.
Speaking		
*Participate in small group, class and oneto-one discussions, offering their own ideas, using recently introduced vocabulary; * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; *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.		
Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story-times. Engage in non-fiction books, talk about differences between fiction/non-fiction books. Introduce a storyline or narrative to their play.	Describe events in some detail. 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. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Articulate their ideas and thoughts in well-formed sentences. Understand questions such as who; why; when; where and how. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.



	Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use language to imagine and recreate roles and experiences in play situations.	Learn rhymes, poems and songs. Begin to understand humour; e.g. nonsense rhymes, jokes Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
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