



Reception Communication & language progression

Listening, attention and understanding

Prior Knowledge - Development Matters – 3 – 4 Year Olds:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about 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.

Baseline	Autumn	Spring	Summer	ELG's
Follow a one or two part instruction.	Demonstrate good listening behaviours. Follow simple instructions (with two or more parts) reliably	Respond to what they have heard by asking questions and say what they think.	Listen carefully so they can respond with questions, comments and actions.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify understanding. Hold conversation when engaged in back and forth exchanges with their teachers and peers
Enjoy joining in at group times and story times.	Engage in story times. Join in with familiar songs and rhymes.	Say what they think and explain why.	Makes comments about what they have heard. Ask questions to help them understand.	
Talk to others and take it in turns to speak.	Wait and take turns in conversation.	Respond to what others say.	Engage in conversation with my friends and teachers.	
	Use talk to predict what might happen and work out problems.	Describe events, characters, and stories in some detail.		



Speaking

Prior Knowledge - Development Matters – 3 – 4 Year Olds:

- Use a wider range of vocabulary.
- 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?”
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.
- 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 talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Baseline	Autumn	Spring	Summer	ELG’s
Express a point of view. Use talk to share what they think.	Starting to share their ideas with familiar adults. Listen to and talk about stories, rhymes and nonfiction that they really enjoy.	Share their ideas in small groups. Explain events that have already happened in detail.	Take part in whole class and group discussions. Use vocabulary from stories, non-fiction, rhyme and poems.	Participate in small group, class and one to 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, rhyme and poems when appropriate.
Use a sentence of 4-6 words. Use speech as a way of starting to express themselves.	Share their ideas using talk as a tool. Start to use full sentences.	Start to use past, present and future tenses. Explain their ideas & thoughts in well-formed sentences.	Express their ideas and feelings. Use conjunctions (with support and modelling) to connect my ideas	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 an adult.
Use social phases to adults and peers.	Use new vocabulary throughout the day, which has been introduced.	Ask questions to find out more information or check what they understand.	Learn and retell stories, rhymes, poems and songs.	