

## Communication and Language Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

### **Intent:**

Our children will leave the Foundation Stage at Lower Peover CE Primary School as confident communicators who use a range of rich vocabulary within a range of situations and conversations. They are clear when communicating their needs, wants, interests, thoughts and viewpoints. Our children are able to listen to others' ideas respectfully and respond sensitively to those they disagree with. Speaking is used to ask relevant questions and to connect ideas. They understand the importance of listening and have developed their ability to follow more complex instructions.

### **Implementation:**

Our topics, routines, and environment promote high quality communication and language development. Exciting and vocabulary rich texts are used to introduce children to new ideas, concepts and vocabulary, while also promoting curiosity and discussions. Pupils are encouraged to ask questions and continue to in group and whole class discussions whenever possible. Children who struggle to communicate are identified early through the use of the assessment and then referred to Speech and Language therapy if needed. Through our continuous provision and our learning environment, pupils are exposed to situations where they can experiment with the new language they have acquired and use their listening skills as they interact with peers and adults. By being exposed to new experiences (for example during cooking or trips) our children apply their speaking, listening, questioning and reasoning skills. Routines such as 'snack time' are valuable opportunities where speaking and listening skills can be modelled and promoted. The adults within Reception model effective speaking and listening attributes (such as the use of language, looking at the person you are having a conversation with, speaking clearly and calmly, and listening patiently) and use questioning and resources to further pupils' own development. Repeating sentences back to children, extending what they have said or describing and commenting on what is happening are also used to develop speaking and listening skills. We reflect on our observations and interactions with our children, using our knowledge and assessments to then provide developmentally appropriate experiences that are linked to our children's next steps and interests.

Below shows the progression of skills that build towards the Communication and Language Early Learning Goals.

### **Impact:**

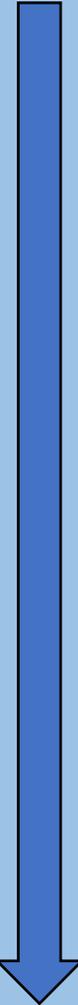
Through our high-quality teaching and provision, we aspire for all children to reach the Early Learning Goals by the end of the Foundation Stage. All staff within the Foundation Stage know the children's next steps and how to progress their knowledge and skills through interactions, play, resources and group and whole class work. Our children move into Year 1 with the confidence and skills to express themselves in a range of different situations, using a wide variety of rich language. They have strong listening skills and the ability to take part in, hold and extend conversations with others.

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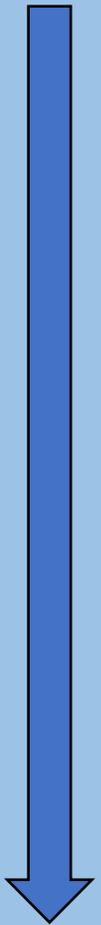
Listening, Attention and Understanding	
	<div style="text-align: center; margin-bottom: 10px;"><b>Baseline</b></div> <ul style="list-style-type: none"> <li>- Single channels attention (name used to help focus)</li> <li>- Most speech is clear and can be understood</li> <li>- Listens when stories and conversations that interest them</li> <li>- Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction).</li> </ul> <hr/> <div style="text-align: center; margin-bottom: 10px;"><b>On Track Check Point 1</b></div> <ul style="list-style-type: none"> <li>- Knows how to show they are listening and understands why it is important to listen</li> <li>- Asks relevant questions in response to what they have heard, wanting to find out more information</li> <li>- Speech is clear and understood</li> <li>- Asks meaning of new words</li> <li>- Understands a longer list of instructions</li> </ul> <hr/> <div style="text-align: center; margin-bottom: 10px;"><b>On Track Check Point 2</b></div> <ul style="list-style-type: none"> <li>- Uses longer sentences and links ideas</li> <li>- Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park.'</li> <li>- Retells stories simply and repeats new vocabulary in a context of a story.</li> <li>- Understands spoken instructions and can listen without stopping what they are doing</li> </ul> <hr/> <div style="text-align: center; margin-bottom: 10px;"><b>On Track Check Point 3</b></div> <ul style="list-style-type: none"> <li>- Uses well formed sentences</li> <li>- Talks in the correct tense</li> <li>- Understanding more complex language including prepositions, sequencing, time</li> <li>- Retells how the story started, the main happening, and how ended.</li> <li>- Retells a story through roleplay, using some new vocabulary and some exact words from the text</li> <li>- Can follow two-part instructions</li> </ul> <div style="text-align: center; margin-bottom: 10px;"><b>ELG:</b></div> <p style="color: #0070c0; margin: 0;"><b>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</b></p> <p style="color: #0070c0; margin: 0;"><b>Make comments about what they have heard and asks questions to clarify their understanding</b></p>
	<div style="text-align: center; margin-bottom: 10px;"><b>Baseline</b></div> <ul style="list-style-type: none"> <li>- Uses talk to communicate needs and wants</li> <li>- Listens to conversations that interest them</li> <li>- Uses talk to develop friendships</li> </ul> <hr/> <div style="text-align: center; margin-bottom: 10px;"><b>On Track Check Point 1</b></div> <ul style="list-style-type: none"> <li>- Uses talk to communicate emotions</li> <li>- Asks relevant questions in response to what they have heard</li> <li>- Links what has been said to own experiences to keep conversation going</li> </ul> <hr/> <div style="text-align: center; margin-bottom: 10px;"><b>On Track Check Point 2</b></div> <ul style="list-style-type: none"> <li>- Listens to what has been said and responds</li> <li>- Waits for the person talking to stop before responding</li> </ul> <hr/> <div style="text-align: center; margin-bottom: 10px;"><b>On Track Check Point 3</b></div> <ul style="list-style-type: none"> <li>- Understands humour</li> <li>- Takes turns in much longer conversations</li> <li>- Openly listens to other points of view</li> <li>- Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.</li> </ul> <div style="text-align: center; margin-bottom: 10px;"><b>ELG:</b></div> <p style="color: #0070c0; margin: 0;"><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b></p>
<b>Provisions</b>	<p>Singing songs (nursery rhymes also), props, puppets, small focus groups, role play, small world, opportunities to work with others, quiet and calm areas, reading every day and talking with children about stories, characters and illustrations, show and tell, describing and guessing game, technology such as iPads, offering real life experiences both inside and outside.</p>

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Speaking	
	<b>Baseline</b> - Listens and enjoys sharing a range of books, rhymes and songs. - Most speech is clear and can be understood - Describes personal events
	<b>Reception</b> <b>On Track Check Point 1</b> - Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary. - Speech is clear and understood
	<b>On Track Check Point 2</b> - Uses longer sentences and links ideas - Retells stories simply - Repeats new vocabulary in a context of a story. - Can explain the meaning of new words - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary
	<b>On Track Check Point 3</b> - Begins to use modelled vocabulary during role play and small world. - Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text - Understands humour - Takes turns in much longer conversations and openly listens to other points of view - Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
	<b>ELG:</b> <b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</b>
	<b>Baseline</b> - Listens and enjoys sharing a range of books, rhymes and songs. - Most speech is clear and can be understood - Describes personal events
	<b>Reception</b> <b>On Track Check Point 1</b> - Use talk to organise themselves and their play.
	<b>On Track Check Point 2</b> - Understands past, present and future - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Makes up their own stories
	<b>On Track Check Point 3</b> - Talks in the correct tense, with support from teacher - Use talk to take on different roles during imaginative play - Use talk to work out problems and organise thinking - Explains their point of view clearly when they disagree with someone, using words as well as actions
	<b>ELG:</b> <b>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.</b>
<b>Provisions</b>	Singing songs (nursery rhymes also), props, puppets, small focus groups, role play, small world, opportunities to work with others, quiet and calm areas, reading every day and talking with children about stories, characters and illustrations, show and tell, describing and guessing game, technology such as iPads, offering real life experiences both inside and outside.