



Foley Infant Academy

Communication & Language - Progression of Skills & Knowledge Overview

Progression of Skills	Pre-Nursery	Nursery	Reception	Early Learning Goal
<p>Listening, Attention & Understanding</p>	<p>Listen with interest to the noises adults make when they read stories. Recognise and respond to many familiar sounds. Show an interest in play with sounds, songs and rhymes. Have single channelled attention, shifting to a different task if attention is fully obtained. Enjoy listening to simple stories and understand what is happening with the help of pictures. Identify action words by pointing to the right picture. Understand and act on longer sentences. Beginning to understand more complex sentences Understand 'who', 'what', 'where' in simple questions.</p>	<p>Listen to others one to one or in small groups. Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focus my attention without adult support. Understand a question or instruction that has two parts. Understand 'why' and 'how' questions. Show my understanding of prepositions by carrying out an action or selecting the correct picture for 'under', 'on top', 'behind'. Express a point of view and debate when I disagree with an adult or a friend, using words as well as actions.</p>	<p>Maintain my attention, sit quietly and concentrate for longer periods during whole class and focused learning opportunities. Understand how to listen carefully and why listening is important. Listen carefully to rhymes and sounds, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more information and check I have understood what has been said.</p>	<p>Listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what has been heard and ask questions to clarify their understanding; Hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. Listen to instructions and follow them accurately, asking for clarification if needed. Listen attentively with sustained concentration to follow a story without pictures or props. Listen in a larger group beyond that of the classroom</p>



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Speaking	<p>Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Hold a conversation, jumping from topic to topic.</p> <p>Learn new words very quickly and can use them in communicating.</p> <p>Use gestures, sometimes with limited talk</p> <p>Use a variety of questions</p> <p>Use simple sentences</p> <p>Begin to use word endings</p>	<p>Begin to use more complex sentences to link thoughts.</p> <p>Retell a simple past event in correct order.</p> <p>Talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Begin to ask questions about why things happen and give explanations.</p> <p>Use a range of tenses.</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Use vocabulary focused on objects and people that are of particular importance.</p> <p>Use vocabulary that reflects the breadth of experiences.</p> <p>Use 'pretend' talk in play.</p>	<p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Develop and use a range of social phrases.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Introduce a storyline or narrative into play.</p>	<p>Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from teacher.</p> <p>Show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Recount experiences and imagine possibilities.</p> <p>Use a range of vocabulary in imaginative ways to add information, express ideas or to</p>



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