

St Edmund's and St Thomas' Catholic Primary School EYFS CAL Knowledge and Skills Progression Map.

Communication and Language		Nursery	Reception	KS1 Links
Listening, Attention & Understanding	Knowledge and Skills	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Understand clear 2 step instructions</p> <p>Understand and answer 'why' questions</p> <p>Follows an instruction with two parts</p> <p>Respond appropriately in simple conversation</p> <p>Develop their communication skills but may still have problems with tenses and plurals</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Explore new vocabulary and show understanding using it correctly e.g. scientific vocab and new words from books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Develop social phrases – manners, good morning, how are you? Etc</p> <p>Engage in story time, giving reasons for characters behaviour.</p> <p>Ask questions to clarify understanding</p> <p>Hold a sustained conversation with peers and adults</p> <p>Use taught vocabulary in different contexts.</p>	<p><u>Spoken Language:</u></p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p>
	Vocabulary	rhymes, question, answer, conversation	question, answer, retell, sentence, vocabulary, conversation	
Speaking	Knowledge and Skills	<p>Sing a large repertoire of songs.</p> <p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Speak in longer sentences (4 to 6 words)</p> <p>Develop their pronunciation but may have problems saying some sounds: see speech and language sheet.</p> <p>Uses a wider range of vocabulary</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Ask questions using who, what, where, when, why and how</p> <p>Use a growing range of connectives in speech to connect ideas (because, but, so)</p> <p>Can recite rhymes, poems and songs.</p> <p>Develop use of tenses</p> <p>Describe events with growing detail (may include use sequencing words)</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p><u>Spoken Language:</u></p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p><u>Spoken Language:</u></p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p><u>Spoken Language:</u></p> <p>Articulate and justify answers, arguments and opinions</p>
	Vocabulary	Retell, rhymes, turn-taking, conversations	Retell, conjunctions, question, sentence, tense	
	How it is covered	<p>- Note: C&L is interwoven into all elements of the EYFS in each term –</p> <p>We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories, positive play, role play and providing time for quality interactions between adults and between peers. Our SSTEW trained practitioners spend a lot of time involved within play with the children, they comment on what children are interested in or doing and echo back what they say with new vocabulary added. They ensure that interactions are positive and progressive and encourage the children to share their ideas with sensitive questioning that invites the children to elaborate. Staff model to the children past, present tense, correct pronouns, explaining and demonstrating what words mean when appropriate and always in a sensitive way. Practitioners extend the children's sentences and use planned subject specific language throughout the day in many contexts.</p> <p>The children listen and engage in whole class story time at least twice a day in reception and up to four times a day in nursery and as the year progresses carpet time is increased to get the children ready for the transition into their next class. Staff model language by thinking out loud and model how to find out the answers to children's questions by the use of information books and using search engines. In addition to this, practitioners will share books one to one with children and in small groups when requested by the child. Children learn by heart planned daily nursery rhymes and number rhymes. Staff ask open and closed questions building on the children's ability to understand and answer and ask Ws questions. Children take part in Circle time and PSHE activities/games which helps give them the understanding of language related to their feelings and emotions.</p> <p>Reception focus on teaching the children 'active listening'. We do this through many games such as the doughnut game, repeating the ideas other children have told them. Reception use 'Helicopter stories to model language of stories and using story line within play.</p>		<p><u>Spoken Language:</u></p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p><u>Spoken Language:</u></p> <p>Use relevant strategies to build their vocabulary</p>

