



North Ferriby CE Primary School – EYFS Progression of Skills

Communication and Language

Our Vision for Communication and Language - Children know how to be active listeners. Their language experience is enriched through explicit modeling and teaching, enabling them to speak with confidence, animatedly and articulacy.	
Milestone 1 Children learn what good listening looks like and how they can show the teacher that they are listening. Children speak aloud in a 1:1 and group situation. Children respond to the register and verbally give lunchtime choices.	Children are taught the skills for good listening. Prompts are given when needed and praise as a reward for showing these skills. Children are introduced to weekly WOW words – new vocabulary linked to the weekly text or topic. Children are given the time to and encouraged to speak. Positive pause to think is allowed. Children having a voice is encouraged and nurtured by staff.
Milestone 2 Children begin to answer open questions directed at them. Children speak in full well-formed sentences. Children use the weekly WOW words.	Children have opportunities to be asked and to ask questions. Adults ask questions which are open for example tell me more about this? Children are exposed to correctly modeled speaking from adults and are expected to speak in full sentences, to share their thoughts and ideas. Children use the WOW words within continuous provision and challenge time.
Milestone 3 Children answer more specific questions such as who, what, where, when and how questions. Children can connect one idea or action to another using a range of connectives. Children are able to describe events in some detail. Children use talk to help work out problems and organise thinking and activities. Children can explain how things work and why they might happen.	Opportunities and time is given to ask questions during learning time and at the end of sessions. Modeling of use of connectives is a priority and adults actively encourage children to give more information when speaking. Use of WOW vocabulary has built up throughout the year to allow a breadth of new words to be added into speak. Modeling and questioning draws out more information from the children. Use of prompt cards enable adults to support in the answering of questions, addition of details, organising their explanations of their thinking, problems, activities, why things might happen and how things work.

Early Learning Goals

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

Speaking

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, 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 modeling and support from their teacher

Please note - For Narrative, Non fiction texts, songs, rhymes and poetry please see COMPREHENSION Progression of skills document.