



**Progression of skills map for: COMMUNICATION AND LANGUAGE**  
**2021-2022**



	YE - Birth to 3	Nursery 3-4yrs	Reception Year
Intent	<ul style="list-style-type: none"><li>• Develop conversation often jumping from topic to topic</li><li>• Speaking in 3-4-word sentences</li><li>• Listen to simple stories and understand what is happening</li><li>• Develop pretend play 'putting baby to sleep'</li><li>• Understand simple instructions</li><li>• Understand and act on longer sentences</li></ul>	<ul style="list-style-type: none"><li>• Join in conversations</li><li>• Speak in four-to-six-word sentences</li><li>• Use talk to organise my thinking when playing and exploring</li><li>• Enjoying listening to longer stories and remember much of what happens.</li></ul>	<ul style="list-style-type: none"><li>• Ask relevant questions</li><li>• Make a relevant comment about what they have read or heard</li><li>• Converse in a back-and-forth exchange with friends and teachers</li><li>• Express ideas and feelings with confidence</li></ul>

Implementation

- Singing, action rhymes and sharing books to give children rich opportunities to understand new words.
- Make time to tune in and listen to children and join in with their play.
- Allow plenty of time to have conversations together use 10 second rule.
- Share picture books every day with children. Encourage them to talk about the pictures from the story and comment on the pictures. Books with just pictures and no words can especially encourage conversations.
- Choose books that introduce interesting new vocabulary - use vocab flower to introduce new vocab with 3 nouns and 2 verbs.
- Incorporate bucket time in daily routine to extend attention levels.
- Quiet spaces for children to have conversations.
- Adults addressing children by name and not shouting across the room to get their attention.
- Modelling correct language structure to children.
- Use the modelling diagram from ELKLAN.

- Incorporate daily story time into routine and plan blank level questions to target individual children.
- Choose books that have a range of new vocabulary and explore these words in a multi-sensory approach.
- Use the vocab flower and plan 2 nouns, 2 verbs and 1 adjective.
- High quality picture books to encourage conversations.
- Shared book - reading will help children to build on their vocabulary.
- Introduce helicopter stories in group times.
- Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.
- Have high quality core books, songs, and rhymes.
- Use modelling diagram from ELKLAN.
- Quiet spaces for children to have conversations
- Model language that promotes thinking and challenges children.
- Use open ended questions 'I wonder what would happen if...'
- Sustained shared thinking is especially powerful. This is when two or more individuals 'work together' in an intellectual way to solve a problem. Clarify a concept. Evaluate activities, extend a narrative.
- Help children to elaborate on how they are feeling 'you look sad. Are you upset because Jasmin doesn't want to do the same thing as you?
- Give children time to answer questions, 10 second rule.

- Choose books that have a range of new vocabulary and explore these words in a multi-sensory approach.
- Shared book - reading will help children to build on their vocabulary.
- Introduce helicopter stories in group times - children to create their own narratives.
- Use modelling diagram from ELKLAN.
- Have high quality core books, songs, and rhymes.
- Give children time to answer questions, 10 second rule.
- Use the vocab display board to keep going over the words we have previously learnt.
- Use open ended questions to promote thinking.
- Use social phrases every morning and encourage children to use these too.
- Storytime to be embedded into timetable - reading favourite 5 each day. Children to vote for their favourite story to encourage love of books.
- Staff to take turns in reading books to the children using different voices for characters,
- Plan blank level questions to meet individual needs.
- Practice possible conversations between characters.
- Make familiar books available for children to share at home and school - use school library.
- Children to have time to tell each other stories they have heard.
- Use the poetry basket to learn new poems and children preform these.

<p style="text-align: center;"><b>Impact</b></p>	<ul style="list-style-type: none"> <li>• I can have a conversation with peer and adults.</li> <li>• I can talk in 3-4 word sentences</li> <li>• I can understand a simple instruction.</li> <li>• I can act out simple role play 'put baby to bed'</li> <li>• I can answer blank level 1 and 2 questions</li> <li>• I can listen to a short story and answer simple questions.</li> <li>• I can say 20 clear words.</li> <li>• I can choose between 2 objects 'do you want the ball or the car?'</li> <li>• I can understand two words phrases 'give me' 'shoes on'</li> <li>• I can follow three information carrying words 'can you <b>wash dolly's' face?</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can have a conversation and use 4-6-word sentences.</li> <li>• I can use words like 'because' 'or' 'and' to connect my sentences.</li> <li>• I can use the past and future tense correctly 'I am going to the park' 'I went to the shop'</li> <li>• I can begin to answer why questions</li> <li>• I can hold a conversation with peers and adults and organise my thoughts using clear sentences.</li> <li>• I can talk about stories that I have read - talking about the characters, feelings and what is happening.</li> <li>• I can listen and attend to a story in larger group times.</li> <li>• I can use the new vocabulary I have learnt and put into context.</li> <li>• I can select my own books and talk about what is happening in the pictures.</li> <li>• I am curious to ask questions and explore my environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the new vocabulary I have learnt in context.</li> <li>• I can take on a role and act out the narrative with confidence.</li> <li>• I can independently select a book and talk about what is happening and discuss characters. I can re-tell familiar stories some as exact repetition and some in my own words</li> <li>• I can ask questions that relate to the conversation I am having.</li> <li>• I can ask and answer questions related to the books I have read.</li> <li>• I can talk about my ideas and express my own feelings with peers and adults confidently.</li> <li>• I enjoy having conversations with my peers talking about my interests, wants and needs.</li> <li>• I can speak in articulated sentences and can be understood by peers and adults.</li> <li>• I can describe events in detail and even use social phrases.</li> </ul>
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