

**Harlington Lower School**  
**Reception Curriculum Progression**  
**Communication and Language**



Communication and Language – Statutory Framework for the Early Years Foundation Stage

*The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

Autumn	Spring	Summer
<b><u>Listening, Attention and Understanding</u></b>		
<ul style="list-style-type: none"> <li>• To listen carefully and follow simple 1-step instructions, new rules and direction</li> <li>• To engage in story time, joining in with actions and repeated phrases</li> <li>• To listen to familiar songs and rhyme and respond by joining in</li> <li>• To listen during carpet time and circle time activities, LOTL</li> </ul>	<ul style="list-style-type: none"> <li>• To listen carefully and follow 2-step and 3-step instructions</li> <li>• To listen to stories and talk about the structure, characters, setting</li> <li>• To listen to and learn new poems, rhymes and songs</li> <li>• To be able to switch attention from one task to another</li> <li>• To begin to respond to stories, with questions</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to listen carefully during a lengthy conversation with adults and their peers</li> <li>• To listen attentively to stories and respond with comments, questions and opinions</li> <li>• To show their understanding through views, opinions and ideas</li> <li>• To listen and respond appropriately to their learning partner</li> </ul>

<ul style="list-style-type: none"> <li>To begin to listen to the answer their learning partner may share</li> </ul>	<ul style="list-style-type: none"> <li>To show understanding of their learning partners' response</li> </ul>	
<p style="text-align: center;"><b><u>Speaking</u></b></p>		
<ul style="list-style-type: none"> <li>To use new vocabulary during play, with prompting</li> <li>To begin to speak in small groups</li> <li>To communicate their needs and feelings with an adult</li> <li>To verbalise their response to an adult in a well-formed sentence</li> <li>To begin to speak with a learning partner</li> <li>To begin to speak in a small LOTL group</li> <li>To begin to connect one idea or action to another, using conjunctions and, because</li> <li>To use plurals correctly</li> <li>To begin to use some tenses correctly</li> <li>To begin to ask questions to support their learning and their understanding</li> </ul>	<ul style="list-style-type: none"> <li>To begin using new vocabulary during child-initiated play and teacher directed tasks independently</li> <li>To enjoy being part of a conversation or discussion and use new vocabulary in the correct context</li> <li>To begin speaking in larger groups e.g. whole class</li> <li>To describe events in detail</li> <li>To talk about their work with adults</li> <li>To ask questions to find out more and show understanding</li> <li>To verbally retell a story</li> <li>To speak with a learning partner in turn</li> <li>To use talk to work out problems</li> <li>To begin to connect one idea or action to another, using conjunctions so, but</li> <li>To use some tenses correctly</li> <li>To begin to explain how something may work and why it may happen</li> </ul>	<ul style="list-style-type: none"> <li>To use new vocabulary in different contexts</li> <li>To talk to different adults and children in school, aiding transition</li> <li>To talk about their work with peers and other adults in school</li> <li>To participate in discussion, sharing views, opinions and ideas</li> <li>To share the collective response between themselves and their learning partner with the whole class</li> <li>To use conjunctions correctly when speaking, with support and modelling as needed</li> <li>To express their ideas and feelings about experiences using full sentences, including use of past, present and future tenses</li> <li>To offer explanations for why things may happen</li> </ul>