

# EYFS Communication and Language

Autumn 1	Autumn 2	Spring 1
<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention - still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity)</li> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>• Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity</li> <li>• Two-channelled attention - can listen and do for short span</li> <li>• Responds to simple instructions, e.g. to get or put away an object</li> <li>• Beginning to understand 'why' and 'how' questions</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></li> </ul>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity</li> <li>• Two-channelled attention - can listen and do for short span.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning.</li> </ul>
Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• <b>Listens attentively in a range of situations</b></li> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes</li> <li>• Able to follow a story without pictures or props</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• Give their attention to what others say and respond appropriately, while engaged in another activity.</li> <li>• Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• Develop their own narratives and explanations by connecting ideas or events.</li> </ul>

