EYFS progression map from birth to the end of Reception year

Area of Learning Communication and Language

Concept:
Listening, Attention and Understanding
Educational Programme from the EYFS framework: 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.

I can begin to manage myself by:			**ELG**
Progression steps to enable typical progression withinthis concept	**Birth – 3**	Turns towards familiar sounds. Startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. Watch someone's face as they talk. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest but can easily be distracted by other things. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand what is happening, with the help of the pictures. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	**Children at the expectedlevel of development will:** **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.**
	3-4 yrs	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	
	Reception	Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	