EYFS progression map from birth to the end of Reception year

Area of Learning Communication and Language

Concept:
Speaking
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
Children at the expectedlevel of development will:

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 modelling and support from their teacher.

Progression steps to enable typical progression withinthis concept

Birth – 3

Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
Try to copy adult speech and lip movements.
Enjoy singing, music and toys that make sounds.
Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
Babble, using sounds like 'baba', 'mamama'.
Use gestures like waving and pointing to communicate.
Reach or point to something they want while making sounds.
Copy your gestures and words.
Constantly babble and use single words during play.
Use intonation, pitch and changing volume when 'talking'.
Make themselves understood and can become frustrated when they cannot.
Start to say how they are feeling, using words as well as actions.
Start to develop conversation, often jumping from topic to topic.
Use the speech sounds p, b, m, w.
Pronounce:
- l/r/w/y
- f/th
- s/sh/ch/dz/j
- multi-syllabic words such as 'banana' and 'computer'

Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.

3-4 yrs

Use a wider range of vocabulary.
Sing a large repertoire of songs.
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
Develop their pronunciation but may have problems saying:
- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Use longer sentences of four to six words.
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Start a conversation with an adult or a friend and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Reception

Learn new vocabulary.
Use new vocabulary through the day.
Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives.
Describe events in some detail.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Develop social phrases.
Engage in story times.
Listen to and talks about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Use new vocabulary in different contexts.