

Robin Hood Early Years

Progression of skills N1, N2 and Reception

Communication and Language (C&L)

Communication and Language (C&L) Listening, attention and understanding

Term	Autumn Term	Spring Term	Summer Term
Nursery 1 3 years old	- 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. - Recognise and are calmed by a familiar and friendly voice. - Listen to simple stories. - Understand simple instructions like "give to nanny" or "stop". - Recognise and point to objects if asked about them.	- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. - Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. - Listen to simple stories and understand what is happening, with the help of the pictures.	- Listen and respond to a simple instruction. - Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
Nursery 2 Children turning 4	- Listens to others one to one or in small groups, when conversation interests them. - Focusing attention - still listen or do, but can shift own attention. - Is able to follow directions (if not intently focused on own choice of activity). - Understands use of objects (e.g. "What do we use to cut things?") - Responds to simple instructions, e.g. to get or put away an object.	- Pay attention to more than one thing at a time. - Listens to stories with increasing attention and recall. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Beginning to understand 'why' and 'how' questions. - Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	- Understand 'why' questions - Use a wider range of vocabulary. - Enjoy listening to longer stories and can remember much of what happens. - Understand a question or instruction that has two parts.
Reception	- Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Engage in story times. - Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.	- Ask questions to find out more and to check they understand what has been said to them. - Listen to and talk 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. - Learn rhymes, poems and songs. - Listen to and talk about selected nonfiction to develop deep familiarity with new knowledge and vocabulary.	- 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.
SEND support	- Actions and pictorial representations to support when listening to and learning new stories. - Use of Makaton to support with understanding and learning new vocabulary. - Use of communication boards to support with asking questions/re-telling stories. - Story telling opportunities for supporting adult to retell key story through CP, props and story books.		

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Progression of skills N1, N2 and Reception
Communication and Language (C&L)

Communication and Language (C&L) Speaking

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	- Make themselves understood and can become frustrated when they cannot. - 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'	- Start to say how they are feeling, using words as well as actions. - Start to develop conversation, often jumping from topic to topic. - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	Use the speech sounds p, b, m, w. Pronounce: q/l/r/w/y q/f/th q/s/sh/ch/dz/j q multi-syllabic words such as 'banana' and 'computer'.
Nursery 2 Children turning 4	- Sing a large repertoire of songs. - Start a conversation with an adult or friend.	- Use longer sentences of four to six words. - Develop their communication but may continue to have problems with irregular tenses and plurals. - Start a conversation with an adult or a friend and continue it for many turns. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	- Use talk to organise themselves and their play. - 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.
Reception	- Use new vocabulary through the day. - Articulate their ideas and thoughts in wellformed 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 them might happen. - Develop social phrases. - Use new vocabulary in different contexts	- 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.
SEND support	- Use of communication boards to support with communicating with adults/peers. - Use of Makaton to learn and use new vocabulary. Use of pictorial representation to support with organising ideas. - Offer opportunities to engage with small group or class discussions using reasonable adaptations. - Follow individual children's SALT programmes to support speech/communication sounds and interactions.		