Early Years Progression of Skills

Communication and Language				
Listening, Attention and Understanding				
	Two-Year-Old Provision (Development Matters Birth to 3) ✓ Turn towards familiar sounds and voices. ✓ Enjoy listening to songs, rhymes and stories. ✓ Understand simple instructions such as "Come here" or "Give me the ball". ✓ Understand more words than they can say. ✓ Begin to ask simple questions such as "What?" and "Where?".	**Three- Four Years** ✓ Enjoy listening to longer stories and can remember much of what happens. ✓ Can find it difficult to pay attention to more than one thing at a time. ✓ Use a wider range of vocabulary. ✓ 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. ✓ Learn new vocabulary. ✓ Use new vocabulary through the day. ✓ 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.	**Listening, Attention and Understanding.- Early Learning Goal** ✓ 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.
Listening to Others	I turn to people talking and watch their faces.	I can listen and respond to simple instructions.	I listen carefully in a range of situations.	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.
	I enjoy listening to stories, songs and rhymes.	I enjoy listening to stories.	I listen to stories, rhymes, poems, songs and non-fiction books with attention and can talk about what I have heard.	
	I listen and respond when adults speak to me.	I can follow instructions with two parts.	I can talk about what I have heard and ask questions to find out more.	
	I pay attention to familiar books and stories.	I can listen during small-group activities and conversations.		
Understanding Questions	I understand simple questions such as "Who is that?" and "Where is your coat?"	I understand simple questions.	I understand and respond appropriately to a range of questions.	Make comments about what they have heard and ask questions to clarify their understanding.
	I respond to simple questions using gestures, sounds or words.	I understand questions that involve two actions.	I respond thoughtfully to questions about stories and learning.	
Speaking				
	Two-Year-Old Provision (Development Matters Birth to 3) ✓ Copy words and phrases used by adults. ✓ Join words together to communicate meaning. ✓ Enjoy songs, rhymes and simple stories.	**Three- Four Years** ✓ Sing a large repertoire of songs. ✓ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	**Reception** ✓ Learn new vocabulary. ✓ Use new vocabulary through the day.	**Speaking- Early Learning Goal** ✓ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

	✓ Use words to share needs, interests and ideas. ✓ Enjoy back-and-forth interactions with familiar adults.	✓ Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' 'swimmed' for 'swam'. ✓ 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. ✓ Can 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 bus driver."	✓ 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 explain how things work and why they might happen. ✓ Develop social phrases. ✓ Engage in story times. ✓ 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. ✓ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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.
Asking Questions	I am beginning to ask simple questions such as "What?" and "Where?"	I ask questions to find out more about things that interest me.	I can ask questions about stories that have been read to me and that I have read myself.	Make comments about what they have heard and ask questions to clarify their understanding.
	I use words, sounds or gestures to seek information from adults.	I ask questions during play, conversations and learning activities.	I ask questions to deepen my understanding and find out new information.	
	I ask questions about people, objects and events in my environment.	I use what, where, who and why questions in conversations.	I can ask questions in one-to-one, small-group and whole-class discussions.	
Holding Conversations	I copy adults taking turns in conversations and try to copy words and phrases.	I use gestures and words when communicating with others and am beginning to develop conversations.	I can express my point of view using words and actions.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	I respond to familiar adults through sounds, gestures and words.	I can start a conversation and continue it with another person.	I can hold a conversation with my peers and teachers back and forth.	
	I enjoy back-and-forth interactions with familiar adults.	I am learning to take turns when talking and listening.	I can use talk to organise my thinking and resolve problems.	
	I am beginning to use words to share my needs, interests and ideas.	I can talk about my experiences, ideas and interests with others.	I can explain why things happen and use new vocabulary in discussions.	
Vocabulary and Explanations	I copy the words adults use around me.	I am learning rhymes and new vocabulary.	I learn new vocabulary and use it throughout the day.	Participate in small-group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

	I use single words and am beginning to join words together to communicate.	I use an increasing range of vocabulary to communicate my ideas and experiences.	I use recently introduced vocabulary in discussions.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	I use words to talk about people, objects and events that interest me.	I can use talk to organise my play.	I can describe events with increasing detail.	
	I am learning new words through stories, songs and play.		I can use new vocabulary in different contexts, including vocabulary linked to non-fiction learning.	
			I can explain why things happen and use new vocabulary during discussions.	
Progression of Speech	I am babbling and copying the words adults use around me.	I am still learning to pronounce some sounds including l, r, w, y, f, th, s, sh, ch, dz and j.	I can articulate my ideas and thoughts through well-formed sentences.	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	I use speech sounds such as p, b, m and w.	I am still learning to pronounce longer words such as "banana" and "computer".	I use connectives in my speech.	
	I use single words and am beginning to join words together.	I may have difficulties with irregular tenses such as "runned" or "swimmed".	I can explain why things happen and use recently introduced vocabulary.	
	I use words to communicate my needs, interests and ideas.	I am using longer sentences of 4-6 words.	I speak in full sentences and use past, present and future tenses.	