



Westleigh Methodist Primary School

Nursery Communication and Language

LTP Progression of Skills and Knowledge



With God, all things are possible – Matthew 19:26
Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice

Statutory Guidance from the EYFS Framework for Communication and Language:	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.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	All About Me Starting Nursery New beginnings The season of Autumn Family People who help us	Celebrations Traditional Tales Christmas Around the World Celebrations	Winter/ Day & Night Pets, Day and Night animals, On the farm, Jungle, Animals, Animal patterns	Amazing Animals Spring time, Easter, Easter arts and crafts.	In the Garden Plants and flowers, Minibeasts, life-cycle	Under the Sea Summer, The seaside,
Possible Celebrations & Experiences	Starting Nursery, Autumn trail, Birthdays, Favourite songs,	Harvest time, Bonfire Night, Christmas time, Nativity, Diwali, Nursery Rhyme week.	Environmental sounds, Lunar New Year / Chinese New Year, visitors with pets. mother's day,	nature scavenger hunt, Easter egg hunt.	Planting seeds outside, gardening Eid, Start of Ramadan.	Sports Day Summer party/ stay and play
Suggested Texts – Fiction and Non-Fiction						

Observation Checkpoints	<p>By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?</p> <p>By around 3 years old, can the child shift from one task to another if you get their attention? Using the child's name can help: "Jason, please can you stop now? We're tidying up."</p> <p>Towards their second birthday, can the child use up to 50 words?</p> <p>Is the child beginning to put two or three words together: "more milk"?</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p> <p>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> <p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.</p> <p>Can the child follow instructions with three key words like: "Can you wash dolly's face?"</p> <p>Around the age of 2, can the child understand many more words than they can say – between 200–500 words?</p> <p>Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"</p>
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	<p>Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p> <p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Communication and Language skills developed throughout the year	Communication and Language is developed throughout the year through; <ul style="list-style-type: none"> • High quality interactions. • Daily group discussions. • Learning new vocabulary and its meaning. • Using new vocabulary in a range of contexts. • Using new vocabulary in conversations and discussions – with teachers and peers. • Learning new rhymes, poems and songs and repeating these. • Speech and Language interventions when needed. 					
Listening skills Intent	Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Listens during adult guided activities.	Listens to simple stories. Listens to other people speaking to me.	Listens to others speaking and continues the conversation following on from what has been said.	Enjoying listening to longer stories. Pays more attention to what is happening in the stories being read.	Listens more carefully. Knows why we should listen.	Listen attentively and respond to what they hear with relevant questions, comments, or actions.
Vocabulary	Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.	Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem.	Listen, looking, wait, turn, story, caret time, join in, question.	Listen, wait, turn, story.	Listen, wait, turn, instruction, patient, patience, join in, why, safe.	Listen, wait, turn, instruction, patient, patience, join in, hand up, questions.
Implementation	<ul style="list-style-type: none"> • Carpet time with verbal and visual reminders to listen to others • Daily and weekly songs, rhymes, music and stories shared. • Elklan • WellComm • Keys to Communication 	<ul style="list-style-type: none"> • Carpet time with verbal and visual reminders to listen to others • Daily and weekly songs, rhymes, music and stories shared • Adults modelling listening to others speaking. • Elklan • WellComm • Keys to Communication 	<ul style="list-style-type: none"> • Carpet time with verbal and visual reminders to listen to others • Daily and weekly songs, rhymes, music and stories shared • Adults modelling listening to others speaking. • Elklan • WellComm • Keys to Communication 	<ul style="list-style-type: none"> • Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures. • Elklan • WellComm • Keys to Communication 	<ul style="list-style-type: none"> • Carpet time • Group work • Encouraging children to listen and explaining how to keep safe and why we should listen at different times. • Elklan • WellComm • Keys to Communication 	<ul style="list-style-type: none"> • Carpet time • Group work • Assembly time • Asking children questions and modelling questions. • Elklan • WellComm • Keys to Communication

Attention skills	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting.	Focusing more attention on stories being told to them. Give attention to others who are speaking to me.	Paying attention when listening to longer stories. Switches attention between listening to others and completing a task.	Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate.	Knows they sometimes have to wait their turn when speaking.	Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.
Vocabulary	Choosing, playing, area, want, my turn, your turn, listening.	Listening, story, looking, friends, turn taking, my turn, your turn.	Carpet, sitting, listening, joining in, stories, group.	Carpet, sitting, listening, joining in, hand up, group, listen.	Sitting, listening, and joining in, turn taking, my turn, your turn.	Carpet, sitting, listening, joining in, hand up, group.
Implementation	<ul style="list-style-type: none"> A range of activities for the children to choose from Adults conversing with children. 	<ul style="list-style-type: none"> Daily story time and text sharing time. Adults modelling turn taking Adults supporting children to converse. 	<ul style="list-style-type: none"> Carpet time Daily story time Adults modelling completing tasks and conversing and listening and supporting children to do this. 	<ul style="list-style-type: none"> Carpet time Assembly time Group work Playing in provision Visual and verbal reminders to sit and listen. 	<ul style="list-style-type: none"> Adults reminding children to take turns and supporting them to do this Group activities set up for children to access. 	<ul style="list-style-type: none"> Carpet time Assembly time Visual and verbal reminders to sit and listen.

Responding skills	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follows one key word instructions.	Responds to adults and children that are trying to converse with me.	Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play.	I am responding during conversations and reasoning using the word 'because'.	Responds to simple questions.	Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'.
Vocabulary	Listen, join in, come, instruction, sit, drink,	Chat, discuss, my turn, your turn, turn taking.	Questions, who, what, where, chat, discuss, my turn, your turn, turn taking.	Reply, respond, because, converse, conversation, talking, my turn, your turn, turn taking.	Why, when, where, because, tell me, questions.	Carpet, sitting, listening, joining in, hand up, story time, book, reading,
Implementation	<ul style="list-style-type: none"> Story time Discussions with adults in nursery Adults given children instructions with increasing complexity. Elklan WellComm Keys to Communication 	<ul style="list-style-type: none"> Discussions with adults in nursery Adults given children instructions with increasing complexity. Elklan WellComm Keys to Communication 	<ul style="list-style-type: none"> Discussions with adults in nursery Adults given children instructions with increasing complexity. Elklan WellComm Keys to Communication 	<ul style="list-style-type: none"> Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'. Elklan WellComm Keys to Communication 	<ul style="list-style-type: none"> Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'. Elklan WellComm Keys to Communication 	<ul style="list-style-type: none"> Story time Carpet time Asking children to join in with stories, rhymes and making predictions about texts Verbal and pictorial reminders for sitting and listening. Elklan WellComm Keys to Communication

Understanding skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent	Recognises and points to objects that are spoken to me. Understands 1 key word instructions e.g. stop, drink.	Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'.	Recalling what happens in a story I have read. Understanding a three key word sentence.	Beginning to understand one step instructions and questions.	Understanding prepositional language e.g. on, under. Asking why things are happening.	Follow 1 step instructions Understand 'why' questions.
Vocabulary	Instruction, telling, listen, follow, question, explain, because.	Pictures, stories, listening, book, big, small, dark, light, open, shut.	Pictures, stories, listening, book, listening, understanding.	Instructions, listening, questions, get, move.	On, under, in, inside, outside, forwards, backwards, why, explain, questions.	Instruction, telling, listen, follow, why, question, explain, because.
Implementation	<ul style="list-style-type: none"> Asking and encouraging children to answer questions either verbally or physically Giving children simple clear instructions Conversations with children. 	<ul style="list-style-type: none"> Asking and encouraging children to answer why questions Giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'. 	<ul style="list-style-type: none"> Modelling conversations with children and staff Giving children opportunities to talk about stories that have been read and shared together. 	<ul style="list-style-type: none"> Modelling asking and answering questions Asking children questions in a variety of situations. 	<ul style="list-style-type: none"> Modelling the use of prepositional language, activities based around prepositional language, Encouraging children to ask questions and answering the questions children have. 	<ul style="list-style-type: none"> Asking and encouraging children to answer why questions Giving children simple clear instructions.

Speaking skills	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs.	Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'.	Answering 'who, what, where' questions. I can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'.	I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions.	Using a wider range of vocabulary in my play. Singing some songs independently.	Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play.
Vocabulary	Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs.	Conversation, turn taking, why, because, and, what, me, him, her.	Who, what, where, rhymes, speak, talk, sentence, and	Birthday, weekend, holidays, where, when.	Vocabulary related to topics children have learnt throughout the year, sing, songs.	Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.
Implementation	<ul style="list-style-type: none"> Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions Observations of children Daily and weekly songs and rhymes built up across the year Children playing in provision every day Encourage more reluctant children to talk. 	<ul style="list-style-type: none"> Adults modelling conversations and supporting children to converse. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions Observations of children Daily and weekly songs and rhymes built up across the year Modelling the use of 'me, him, her'. 	<ul style="list-style-type: none"> Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions Asking children questions and modelling and supporting children to ask questions and answering them. Daily rhymes. 	<ul style="list-style-type: none"> Adults modelling and supporting children to recount their weekends or special events in their life Adults asking children where and who questions and supporting children to ask these questions too. 	<ul style="list-style-type: none"> Adults planning in topic specific vocabulary across the year Children learning a range of songs. 	<ul style="list-style-type: none"> Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions Observations of children Daily and weekly songs and rhymes built up across the year Children playing in provision every day.

The Reception expectations in C&L for reference. Where are children going?	<p>Listening, Attention and Understanding • 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.</p> <p>Speaking • 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.</p>
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