



Communication and language Term Progression Overview

Check Point 1 – October (Baseline)

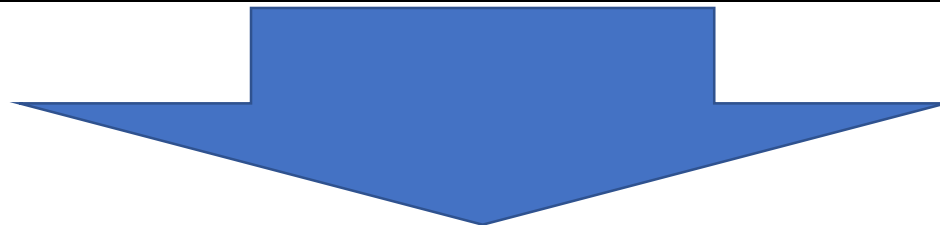
Check Point 2- December

Check Point 3- March

Check Point 4- May

Check Point 5 ELG - June

Listening, Attention and Understanding	Speaking
<p align="center">Pre School On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Listens to others in one-to-one or small groups, when conversation interests them ➤ Understands use of objects (e.g. Which one do we cut with?) ➤ Enjoys listening to familiar stories with increasing attention and recall ➤ Begins to join in with repeated refrains and anticipate key events and stories ➤ Sing a large repertoire of songs. ➤ Focusing attention – can still listen or do, but can change their own focus of attention ➤ Begin paying attention to more than one thing at a time ➤ Follows directions (if not intently focused) ➤ Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). ‘They are getting their bike.’ ➤ Responds to 2 level instructions e.g. collect up all the blocks and put them in the box ➤ Beginning to understand why and how questions ➤ Understands prepositions such as under, on top, behind by carrying out an action or selecting correct picture 	<p align="center">Preschool On Track Check Point 1</p> <ul style="list-style-type: none"> ➤ Most speech is clear and understood ➤ Beginning to develop their pronunciation for trickier sounds and multi-syllabic words. ➤ Uses longer sentences of four to six words. ➤ Can re-tell a past event in the correct order ➤ Developing pronunciation but may struggle with pronouncing some sounds (r, j, th, w, ch and sh) or multisyllabic words ➤ Beginning to use a range of tenses (play, playing, played) but not always correctly ➤ Start a conversation with an adult or a friend and continue it for many turns. ➤ Uses sentences of 4-6 words. ➤ Beginning to use more complex sentences to link thoughts – using and, because ➤ Builds up vocabulary that reflects the breadth of their experiences ➤ Uses talk to pretend that objects stand for something else – This box is my castle ➤ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” ➤ Beginning to join in with repeated refrains and key phrases ➤ Talks more extensively about things that are particularly important to them ➤ Uses talk to explain what is happening and to anticipate what might happen next. ➤ Questions who, what, when, how and gives explanations ➤ Talks too themselves when playing (using language to think). ➤ Speaks differently in different contexts (apparent in imaginative play) ➤ Enjoys rhymes and songs ➤ Generally, uses pronouns correctly ➤ Being 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. ➤ Initiates conversations with familiar adults or friends and can continue it for a couple of turns

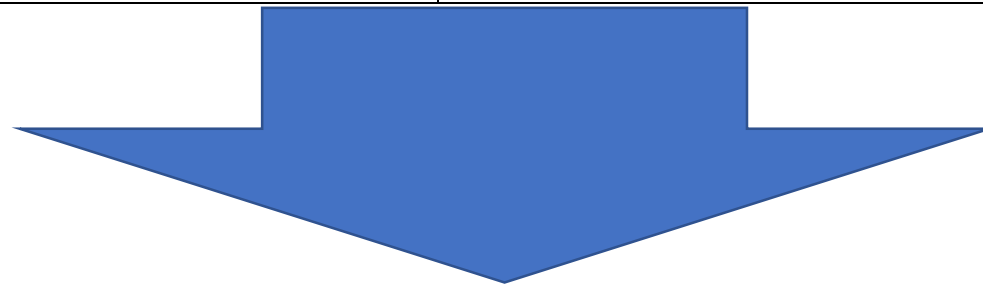


On Track Check Point 2

- Knows how to show they are listening
- Understands why it is important to listen
- Asks relevant questions in response to what they have heard, wanting to find out more information and to check they understand what has been said to them.
- Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.'
- Asks meaning of new words
- Understands a longer list of instructions
- Uses talk to communicate emotions
- Asks relevant questions in response to what they have heard
- Links what has been said to own experiences to keep conversation going.
- Listen carefully to rhymes and songs, paying attention to how they sound.

On Track Check Point 2

- Speech is clear and understood
- Joins in with repeated refrains and key phrases.
- Begins to talk about the meaning of new vocabulary.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there...I'll be the driver."

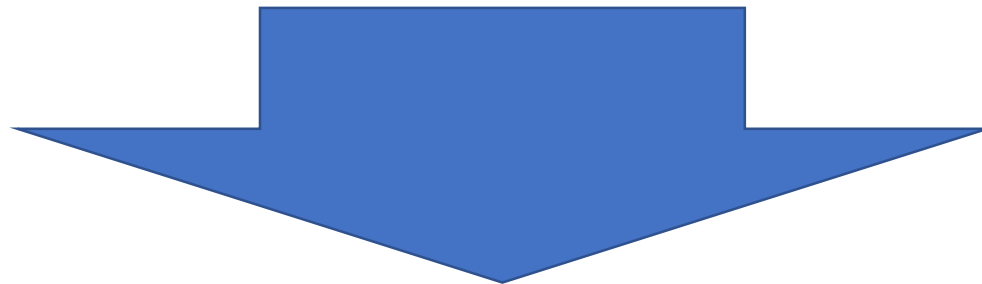


On Track Check Point 3

- Uses longer sentences and links ideas
- Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.'
- Retells stories simply
- Repeats new vocabulary in a context of a story.
- Understands spoken instructions and can listen without stopping what they are doing.
- Listens to what has been said and responds.
- Waits for the person talking to stop before responding
- Describe events in some detail.
- Listen to selected non-fiction to develop a deep familiarity with new knowledge and vocabulary especially an area that they are interested in.

On Track Check Point 3

- Uses longer sentences and links ideas.
- Retells stories simply.
- Repeats new vocabulary in a context of a story.
- Understands past, present and future
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Can explain the meaning of new words
- Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary
- Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' Or 'the leaves are starting to fall off the trees. Soon the trees won't have any leaves'
- Makes up their own stories
- Offers opinions.
- Develop social phrases such as 'Good morning, how are you?'



On Track Check Point 4

- Uses well-formed sentences
- Talks in the correct tense
- Understanding more complex language including prepositions, sequencing, time
- Retells how the story started, the main happening, and how ended.
- Understands humour.
- Takes turns in much longer conversations.
- Openly listens to other points of view
- Connect one idea or action to another using a range of connectives.

On Track Check Point 4

- Uses well-formed sentences
- Talks in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'
- Begins to use modelled vocabulary during role play and small world.
- Responds to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers
- Questions are usually precise.
- Retells how the story started, the main happening, and how ended.
- Retells a story through roleplay, using some new vocabulary and some exact words from the text
- Understands humour
- Takes turns in much longer conversations
- Openly listens to other points of view
- Explains their point of view clearly when they disagree with an adult or a friend, using words as well as actions.
- Use talk to take on different roles during imaginative play
- Use talk to work out problems and organise thinking

Check Point 5 ELG:

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 asks questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with their teacher and peers.

Check Point 5 ELG:

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