

EYFS – Skills Progression – Communication and Language

Listening, Attention and Understanding			
Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> • Listen to others in small groups and whole-class situations • Respond to simple instructions and questions • Begin to understand simple questions such as <i>who</i>, <i>what</i> and <i>where</i> • Follow one-step instructions • Show enjoyment in listening to stories, rhymes and songs 	<ul style="list-style-type: none"> • Listen attentively and respond appropriately in a range of situations • Follow two-step instructions • Understand and respond to <i>why</i> and <i>how</i> questions • Demonstrate understanding of stories by answering questions and joining in with repeated phrases • Maintain attention during adult-led activities 	<ul style="list-style-type: none"> • Listen carefully and respond with relevant comments, questions and actions • Follow instructions involving several ideas or actions • Demonstrate understanding of what has been said through discussion, role play and retelling • Maintain focus and attention during longer activities • Engage in conversations, building on what others say 	<ul style="list-style-type: none"> • 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

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Speaking			
Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> • Use simple sentences to express needs, thoughts and ideas • Begin to use talk to organise play and thinking • Use new vocabulary introduced by adults • Speak audibly and with increasing confidence • Join in with songs, rhymes and familiar phrases 	<ul style="list-style-type: none"> • Use longer sentences and connect ideas using <i>and</i>, <i>because</i> • Describe events and experiences using detail • Ask questions to find out more • Use talk to solve problems and negotiate with peers • Use increasingly varied vocabulary 	<ul style="list-style-type: none"> • Express ideas clearly using full sentences • Use past, present and future forms accurately • Retell stories and explain ideas using appropriate detail • Adapt speech for different purposes and listeners • Use language to imagine, recreate roles and experiences 	<ul style="list-style-type: none"> • 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