

Penketh South Early Years – Communication and Language Progression of Knowledge and Skills

Curriculum Area	Autumn			Spring			Summer		
	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years
Listening and Attention	<ul style="list-style-type: none"> I can respond to familiar voices and sounds. I show interest in simple songs and rhymes. I watch others' faces when spoken to. 	<ul style="list-style-type: none"> I can listen to short stories and recalls key events. I can pay attention to speaker for increasing periods. I can respond to my name in group. 	<ul style="list-style-type: none"> I can listen attentively to stories and instructions I can join in with repeated phrases. I can maintain focus during carpet time. 	<ul style="list-style-type: none"> I can listen to short stories with adult support. I can pay attention to sounds in the environment. I can respond to changes in tone. 	<ul style="list-style-type: none"> I can listen to longer stories with support. I can join in with repeated refrains. I can maintain attention during group activities. 	<ul style="list-style-type: none"> I can listen to longer stories without distraction. I can respond to questions about what I have heard. I know how to listen attentively. I know listening is important. 	<ul style="list-style-type: none"> I can listen to and join in with simple songs and stories. I can maintain attention for short group activities. I can respond to simple requests. 	<ul style="list-style-type: none"> I can listen and respond in small groups. I can maintain attention for short periods without adult support. I can listen to others. 	<ul style="list-style-type: none"> I can listen and respond in a range of contexts. I can maintain attention for extended periods. I can listen to and discuss stories and information.
Understanding	<ul style="list-style-type: none"> I can respond to own name. I understand simple everyday words (e.g., cup, coat) I can follow simple routines. 	<ul style="list-style-type: none"> I understand simple "who" and "what" questions. I can follow two-step instructions. I can identify objects by description. 	<ul style="list-style-type: none"> I understand and answer simple questions about stories. I can follow instructions with two or more steps. I understand "first/next/last" 	<ul style="list-style-type: none"> I understand simple instructions (e.g., "Come here") I can point to named objects or pictures. I am beginning to understand "no" 	<ul style="list-style-type: none"> I understand "where" and "why" questions. I can follow instructions involving position or action. I understand simple opposites. 	<ul style="list-style-type: none"> I understand and respond to "why" and "how" questions. I can follow complex instructions I understand cause and effect in stories. 	<ul style="list-style-type: none"> I understand simple questions (e.g., "Where's teddy?") I can follow two-word instructions. I understand "big/little" 	<ul style="list-style-type: none"> I understand and respond to "how" and "when" questions. I can follow three-step instructions I understand simple stories. 	<ul style="list-style-type: none"> I understand and can explain main events in stories I can follow instructions independently. I understand more complex vocabulary.
Speaking and Expressive Communication	<ul style="list-style-type: none"> I can use single words to communicate needs I am beginning to copy familiar words 	<ul style="list-style-type: none"> I can use three- to four-word sentences. I am beginning to describe events. I can use talk to 	<ul style="list-style-type: none"> I can use sentences of five or more words I can retell familiar stories. I can use talk to 	<ul style="list-style-type: none"> I can combine two words (e.g., "more juice") I can repeat words and phrases. I attempt to join in with rhymes. 	<ul style="list-style-type: none"> I can use longer sentences (four to six words) I am beginning to retell simple stories. 	<ul style="list-style-type: none"> I can use complex sentences. I am beginning to use conjunctions (and, because) 	<ul style="list-style-type: none"> I can use simple phrases (e.g., "want milk") I am beginning to ask simple questions. 	<ul style="list-style-type: none"> I can speak in full sentences. I can use language to plan play I am beginning to use past 	<ul style="list-style-type: none"> I can speak clearly and confidently I can use language to explain ideas and solve problems

	<ul style="list-style-type: none"> I can use gestures alongside words. 	organise play.	connect ideas.		<ul style="list-style-type: none"> I can ask simple questions. 	<ul style="list-style-type: none"> I can ask and answers questions to clarify understanding. 	<ul style="list-style-type: none"> I can use intonation to make requests. 	and future tense.	<ul style="list-style-type: none"> I can adapt language for different purposes.
Vocabulary Development	<ul style="list-style-type: none"> I can name familiar objects and people. I am beginning to use new words heard in context. 	<ul style="list-style-type: none"> I can use topic-related vocabulary. I am beginning to use positional words (e.g., on, under) I can use words to describe feelings. 	<ul style="list-style-type: none"> I can use subject-specific vocabulary I am beginning to use words for sequencing (e.g., before, after) I can explain word meanings. 	<ul style="list-style-type: none"> I can use a growing range of everyday words. I can name actions and objects. I am beginning to use descriptive words. 	<ul style="list-style-type: none"> I can expand my descriptive vocabulary. I can use words for time (e.g., today, soon) I am beginning to use comparative words. 	<ul style="list-style-type: none"> I can use a broad and varied vocabulary. I am beginning to use words for reasoning (e.g., because, so) I can describe events and actions. 	<ul style="list-style-type: none"> I am beginning to use words for size, colour, and quantity I can expand my vocabulary through play I can name more objects and people. 	<ul style="list-style-type: none"> I can use a wide range of topic vocabulary. I am beginning to use more complex descriptive words. I can use words to express my needs and ideas. 	<ul style="list-style-type: none"> I can use rich and precise vocabulary. I can explain new words to others. I can use language to compare and contrast.
Social Communications	<ul style="list-style-type: none"> I can seek comfort from familiar adults. I am beginning to play alongside others. I use eye contact. 	<ul style="list-style-type: none"> I can initiate play with peers. I can take turns with support. I can use simple manners (please, thank you). 	<ul style="list-style-type: none"> I can initiate conversations. I can take turns and listens to others. I can use language to negotiate in play. 	<ul style="list-style-type: none"> I can watch and copy my peers. I can takes turns with adult support I am beginning to use greetings (e.g., "bye") 	<ul style="list-style-type: none"> I can join in with group conversations. I can share resources with minimal prompting I can express my likes and dislikes. 	<ul style="list-style-type: none"> I can cooperate in group activities. I can express my opinions and preferences. I can resolve disagreements with support. 	<ul style="list-style-type: none"> I am beginning to share with support. I can join in with group routines. I can respond to others' emotions. 	<ul style="list-style-type: none"> I can negotiate turn-taking. I can express my feelings verbally. I am beginning to resolve simple conflicts with support. 	<ul style="list-style-type: none"> I can manage group discussions. I can express my feelings and ideas appropriately. I can resolve social situations with increasing independence.

Key Threshold Concepts and Milestones

- **Listening and Attention:** Progresses from responding to familiar sounds to sustained attention in group contexts.
- **Understanding:** Develops from understanding simple words and instructions to comprehending and explaining complex ideas.
- **Speaking:** Moves from single words and short phrases to complex sentences and clear explanations.
- **Vocabulary:** Expands from naming familiar objects to using rich, topic-specific, and descriptive vocabulary.
- **Social Communication:** Progresses from parallel play and basic turn-taking to independent negotiation and group collaboration.

Prerequisite Skills and Knowledge

- **2–3 Years:** Secure attachment to familiar adults, basic attention to sounds, early word use.
- **3–4 Years:** Ability to follow simple instructions, use of short sentences, basic sharing and turn-taking.
- **4–5 Years:** Sustained attention, understanding of sequencing, use of full sentences, participation in group activities.

Assessment Criteria

- Observational records of participation in group and individual activities
- Evidence of vocabulary use and sentence structure in spontaneous speech
- Responses to questions and instructions in varied contexts
- Social interaction and turn-taking during play and routines
- Engagement with stories, rhymes, and songs

Application and Planning Guidance

- Provide regular opportunities for listening and responding in varied contexts.
- Use open-ended questions to extend understanding and expressive language.
- Introduce and reinforce new vocabulary through play, stories, and daily routines.
- Model and scaffold social communication skills during group activities.
- Observe and document progress to inform next steps and targeted support.