



## Communication & Language - Reception Progression Map 2023-2024



	Autumn	Spring	Summer	Mastery
<b>Listening, Attention &amp; Understanding</b>	<p><b>Understands how to listen carefully and why listening is important</b>, using ‘active listening’ cues for support.</p> <p><b>Listens carefully to rhymes and songs, paying attention to how they sound.</b></p> <p><b>Engages in non-fiction books.</b></p> <p><b>Engages in story times.</b></p>	<p><b>Listens to and talks about stories to build familiarity and understanding.</b></p> <p><b>Listens to and talks about selected non-fiction, developing a deep familiarity with new vocabulary.</b></p> <p>Comments on what has been read to them or what they have heard in a discussion.</p> <p>Accurately anticipates key events in stories.</p>	<p><b>Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</b></p>	<p>Listens attentively with sustained concentration to follow a story or discussion without props or visuals, making appropriate comments or asking relevant questions.</p> <p>Listens attentively in a much larger group (e.g. during an assembly) making appropriate comments or asking relevant questions.</p>
	<p>Asks lots of questions using ‘who’, ‘where’ and ‘when’.</p> <p>Listens and responds to ideas expressed by others in conversations or discussions.</p>	<p><b>Asks questions to find out more and to check what has been said to them, using how and why.</b></p> <p>Asks relevant questions in response to what they have heard.</p> <p>Understands spoken instructions without stopping what they are doing to look at the speaker.</p>	<p><b>Makes comments about what they have heard and ask questions to clarify their understanding (ELG)</b></p>	<p>Understands more complex language including prepositions, sequencing and time.</p>
	<p>Talks about their likes and dislikes with adults and peers.</p> <p>Initiates conversations with others in an appropriate manner.</p>	<p>Knows how to take turns in a conversation.</p> <p>Stays on topic during a conversation.</p> <p>Takes turns in much longer conversations.</p>	<p><b>Holds conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)</b></p>	<p>Beginning to pick up on body language, non-verbal cues and facial expressions of when to join or end a conversation.</p>
<b>Speaking</b>	<p><b>Develops social phrases</b> e.g. “Good morning, how are you?”</p> <p>Talk to other adults they see on a daily basis.</p> <p>To talk in front of a small group.</p> <p>To join in refrains with the whole class.</p>	<p><b>Uses new vocabulary through the day and in different contexts</b> – e.g. teacher models words and phrases such as “I’m <u>thrilled</u> that everyone is on time today” or “it looks as though the sun has caused the puddles to <u>evaporate</u>”.</p> <p>Uses talk to help work out problems to organise their thinking and take part in activities.</p> <p>To share their work to the class – standing up at the front.</p> <p>To talk to different adults and children around the school.</p>	<p><b>Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)</b></p>	<p>Shares their own opinion, speaking with confidence in front of a large group.</p>
	<p>Makes relevant comments in relation to what they have heard.</p>	<p><b>Learns new vocabulary</b> – focused on key learning themes and experiences.</p>	<p><b>Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)</b></p>	<p>Gives clear, well-articulated explanations backed up by a reason.</p>



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	<p>Answers questions about 'why' something has happened.</p> <p>Beginning to build a bank of vocabulary they are confident in using.</p> <p>Begin to know some nursery rhymes by heart.</p> <p>Use some story language, e.g. "Once upon a time.."</p>	<p>Thinks about the meanings of words, such as describing the meaning of simple words or asking what a new word means.</p> <p><b>Uses talk to help work out problems, organise thinking and explain how things work and why they might happen</b> – talk about a problem together and come up with ideas to solve it.</p> <p>Retells a story, once they have developed a deep familiarity with the text.</p> <p>Learns rhymes, poems and songs.</p>		
	<p>Uses longer sentences and link sentences together with 'and' or 'because' - e.g. "I had pizza for tea and then I played in the garden"</p> <p>Uses talk to connect with others.</p> <p><b>Describes events in some detail.</b></p> <p>Uses talk to work out problems and organise thinking.</p>	<p><b>Articulates ideas and thoughts in well-formed sentences</b> that can be understood.</p> <p><b>Connects one idea or action to another using a range of connectives.</b></p> <p>Understands past, present and future.</p>	<p><b>Expresses 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 (ELG)</b></p>	<p>Speaks coherently and fluently, appropriately pausing within a conversation or discussion.</p>