

Communication and Language End Points and Progression

End point : What an EYFS child needs to understand?	End point: What do they need to know? (Substantive / Disciplinary knowledge)	How can we see that they are confident with Communication and Language in Year R	Preparation for Year 1 Curriculum From Reading Expected Year 1
To understand how to listen when someone is speaking.	How to take it in turns in conversation How to listen well by looking at the person who is speaking and think about what is being said.	Children will listen attentively in whole class, small group and 1-1 situations. Children will take it in turns to speak and listen.	Listening to and discussing a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently ie challenging texts being read to them by the teacher. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
To understand how to express themselves by explaining their feelings, needs, ideas and problem solving process and use appropriate social phrases.	How to express themselves appropriately in different situations. How adding detail to conversation helps someone understand them better Use please, thank you, excuse me – and then wait patiently	Children will engage in conversation with children and adults in the classroom. Children will use appropriate language in different conversations	Reading - Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. Maths – Year 1 Reasoning and Problem Solving Science – Year 1 Working Scientifically PSHE – Jigsaw – all units
To understand that all vocabulary has meaning and that some words relate to different areas of interest or subjects.	It is important ask questions to find out the meaning of a word when they do not understand the vocabulary being used.	Children will be able to understand and use a range of new vocabulary in context.	Understand books they read and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading.

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	It is important to use accurate vocabulary linked to different subjects areas. See vocabulary linked to each area of learning.		Discuss word meanings, linking new meanings to those already known.
To understand that appropriate detail is needed in order to answer questions.	When it is appropriate to give a short answer or a more detailed answer.	Children will be able to answer specific open-ended questions appropriately.	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
To understand that story has sequence and characters and specific vocabulary.	<p>To know that every story has a beginning, middle and end and needs to be in sequence.</p> <p>To know how to recognise significant characters in story.</p> <p>To know that most stories have a setting, problem and resolution.</p> <p>To be able to tell a story with a simple setting, problem and resolution.</p>	<p>Children will retell familiar stories using key phrases from the story and in sequence.</p> <p>Children will talk about the look and personality of the characters in a story.</p> <p>Children will confidently plan and tell their own stories using setting, problem, resolution.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Discuss the significance of the titles and events.</p> <p>Make inferences on the basis of what has been read so far.</p>
To understand that some books are factual and teach new knowledge.	To know the features of a non-fiction book including contents, index, glossary.	Children will be able to talk about a non-fiction book and understand it's purpose.	Understand books they read and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.
To understand that sometimes words rhyme because the end of the words sound the same.	To know how to segment words in order to identify rhyme.	Children will hear and discuss rhyming words.	<p>Alternative spelling of same sounds. Phase 5 Phonics.</p> <p>Learning to appreciate rhymes and poems. Recite poems by heart.</p>

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To understand rhyme and poetry is created to be recited and enjoyed.	How to learn and recite poetry to perform to each other and parents.	Children will have a repertoire of rhymes and poems that they have learned of by heart and can recite with expression.	Year 1 Reading Objectives: Comprehension: Learning to appreciate rhymes and poems. Recite poems by heart.
To understand that it is important to ask questions to clarify and develop knowledge and understanding.	To know how to ask a question. To know that they need to identify words that they don't know the meaning of.	Children will ask – What does that word mean?	Understand books they read and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.
To understand that sentences need to make sense and that the correct tense and the order of words is important.	To know that if a sentence doesn't make sense someone might not understand them. To know that an adult will model a sentence or word to help them practise saying it correctly.	Children may learn to self-correct if a sentence does not make sense. Children will practise saying a sentence or word when it has been modelled by an adult.	Check that the text makes sense to them as they read and correct inaccurate reading.

Development Matters:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

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- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

ELG Listening and Attention

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.

ELG 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.

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