KPS Progression of Skills

Communication & Language Curriculum Nursery and Reception

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. At Knavesmire we support language development by:

- Commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.
- Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.
- Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

In our Early years setting, Nursery and Reception use Development Matters and Welcomm to guide and support our language rich curriculum. All children (providing it is appropriate to do so) in Nursery and Reception are screened using Wellcomm at the start of the year to inform baseline assessments. If a child is not at age related expectations, the program can be used for discrete teaching with detailed guidance and support about how to support each child if they are not at the expected standard for their age. Development Matters (non-statutory framework) is also used to support practitioners assessments and guide the development of each child looking to ensure that they meet the milestones and end goals/ELG of Nursery and Reception.

	3-4 Year Olds are learning to : Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." **Observational Checkpoint:** Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?
	Children in Reception are learning to: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout 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, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. 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, Attention and Understanding

Children at the expected level of development will:
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

Children at the expected level of development will:
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.

Key Texts: Oi Frog: Kes Gray and Jiom Field Suddenly: Colin McNaughton The Tickle book: Ian Why Brow Zog: Julia Donaldson Jack and the FlumFlum Tree: Julia Donaldson Shark in the Park: Nick Sharratt Whatever Next: Jill Murphey

Enrichment: Theatre Royal Workshops, School Trips, Cooking, Gardening,

EYFS - Nursery and Reception (age 3 to 5 years old)								
Steps	**Step 1**	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**	**Step 7**	**Step 8**
WellComm Expectation **Section 6 (age 3 – 3.5)** **Section 7 (age 3.6 – 3.11)** **Section 8 (4.0 -4.11)** **Section 9 (5.0 – 6.0)**	Understand and use the pronouns 'he' and 'she' (6.1) Understand basic prepositions (6.2) Understand the word 'isn't' (6.3) Understand the five senses (6.4) To begin to understand how to share (6.5)	Can put 3 to 5 words together (6.6) Begin to understand regular past tense e..g 'ed' (6.7) Understand the function of objects. E.g. A chair is to sit on. (6.8) Begin to understand simple 'why' questions with picture support (develop verbal reasoning). (6.9) Repeat three word phrases (6.10).	Take on a role in pretend play (7.1) Understand 'many' and 'few' (7.2) Understand 'long' and 'short' (7.3) Begin to understand simple 'why' questions without picture support (develop verbal reasoning). (7.4) Understand 'first' and 'last' (7.5)	Understand and use four to five word sentences (7.6) Use comparatives 'bigger', 'longer' and 'smaller'. (7.7) Understand opposites 'wet/dry'. (7.8) Understand and use the pronouns 'his' and 'her' (7.9) Linking sentences using 'because' (7.10)	Learning the meaning of 'when' (8.1) Understanding that things that go together are not always the same (8.2) Learning the meaning of after (8.3) Understanding a target sentence (8.4) Understanding sentences and the concept of 'either' and 'or' (8.5)	Using an increasing range of prepositions (8.6) Understanding emotions from facial expressions (8.7) Answering why questions correctly (8.8) Remember and copy to say five things (8.9) Using superlatives 'biggest' and 'tallest' (8.10)	Understanding which day comes next (9.1) Understanding passive sentences (9.2) Identifying an increasing range of emotions and feelings in ourselves and others (9.3) Beginning to understand idioms (9.4) Predicting what might happen next (9.5)	Understanding periods of time (9.6) Repeat seven word sentences correctly (9.7) Using category names and explaining the differences between things in the same category/finding the odd one out (9.8) Making inferences using idioms (9.9) Talking about things that are going to happen (the future tense) (9.10)

	Nursery	Reception