

Communication and Language Skills Progression in FS1

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn Term | Spring Term | Summer Term |
| Listening, Attention and Understanding | Listen to other people’s talk with interest but can easily be distracted by other things.  Listen to simple stories and understand what is happening, with the help of the pictures.  Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.  Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.  Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). | 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?”  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. | Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Developing understanding of simple concepts (e.g. fast/slow, good/bad) (birth – five)  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.(birth – five)  Understand how to listen carefully and why listening is important |
| Speaking | Use intonation, pitch and changing volume when ‘talking’.  Use a wider range of vocabulary  Sing a large repertoire of songs  Use longer sentences of four or six words. | Use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver”.  Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Start a conversation with an adult or a friend and continue it for many turns. | Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions.  Develop their pronunciation but may have problems saying:   * + - Some sounds: r, j, th, ch and sh     - Multi syllabic such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.   Able to use language in recalling past experiences (birth to five)  Learn new vocabulary |