



Communication and Language

Pre-Nursery Goals	Nursery Goals	Reception Goals (ELG)
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Start to show listening skills in 1:1 situation. - Understand instructions with three key words. - Listens to other people's talk with interest but can easily be distracted by other things. <p>Speaking</p> <ul style="list-style-type: none"> - Using around 300 words. - Linking 5 words together. - Be able to answer questions about their own experiences. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Starting to develop the ability to sit and listen in small group times, listening attentively. - Be able to answer simple questions and follow instructions in two or three parts in a range of situations. - Be able to start a conversation and take turns in speaking. <p>Speaking</p> <ul style="list-style-type: none"> - Using sentences of 4 to 6 words. - Starting to use connectives in their language (and, because). - Be able to recount stories from their own experiences. 	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> - 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. <p>Speaking</p> <ul style="list-style-type: none"> - 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.

Above are the Pre-Nursery, Nursery and Reception end of year goals. These are what we assess the children on at the end of the academic year. The Reception goals are referred to as The Early Learning Goals and these are the only end of year assessments that are statutory. The goals outlined above are a small snapshot into the development and learning the children will experience.

Below we have also outlined a wider progression of skills that we will support the children achieve during their time in our Early Years Class.

Pre-Nursery	Autumn	Spring	Summer	Autumn	Spring	Summer
Listen to simple stories, understand what is happening with the help of the pictures.	Increasing familiarity with a number of short stories.	Can recall the key points of what happens in a range of stories, increasing in length.	Enjoys listening to longer stories and can remember much of what happens.	Can start to retell stories in their own words, sometimes missing parts out.	Increasingly being able to discuss stories and retell the story.	Listen to and talk about stories to build familiarity and understanding. Retell whole stories in their own words, with some exact repetition. Engage in non-fiction books.
Can shift from one task to another if an adult gains their attention. Beginning to demonstrate good listening behaviour 1:1 with an adult.	Continuing to gain the ability to shift attention between tasks, needing less adult support.	Starting to pay attention to more than one thing, with support from an adult.	Pay attention to more than one thing at a time. Start to demonstrate good listening behaviour in small groups.	Continue to develop listening skills in larger groups.	Demonstrates good listening in a range of situations and can express what good listening looks like.	Understand how to listen carefully and why listening is important.
Understand instructions with three key words. Understand who, what, where questions.	Understand instructions and questions of increasing length.	Start to follow two-part instructions. Begin to understand 'why' questions.	Understand questions or instructions with two parts. Understand 'why?' questions.	Understand questions or instructions with three parts.	Start to ask questions to check their understanding of what has been said.	Ask questions to check they understand what has been said to them.
Enjoys the sound of singing and will attempt to join in.	Join in with familiar and repeated refrains in songs and rhymes.	Increase their knowledge of songs and rhymes.	Sing a large repertoire of songs and rhymes.	Learn new songs and rhymes with little support.	Start to add the knowledge of short poems to their repertoire.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn unfamiliar rhymes, poems and

						songs.
<p>Using around 300 words.</p> <p>Linking 5 words together.</p> <p>Use of pronouns (me, him, she)</p> <p>Plurals (in, on, under)</p>	<p>Increase their vocabulary, based on their experiences.</p> <p>Increasing the length of their sentences.</p>	<p>Start to use their new vocabulary in their play.</p> <p>Use longer sentences of 4 -6 words.</p>	<p>Use a wider range of vocabulary.</p> <p>Starting to link sentences together using joining words such as 'and' 'or' and 'because'.</p>	<p>Continue to use new vocabulary in play and to start using it in reference to real life.</p> <p>Using joining words to join ideas and sentences more consistently.</p>	<p>Continue to use new vocabulary correctly in a range of contexts.</p> <p>Starting to use descriptive words in their sentences.</p>	<p>Learn and use new vocabulary in a wide variety of situations and to within context within the ELGs.</p> <p>Articulate their ideas and thoughts in well formed sentences as well as describing things in detail.</p> <p>Use past, present and future tenses.</p>
<p>Be able to express their likes and dislikes when questioned.</p>	<p>Be able to express their likes and dislikes in simple contexts – food, games, colours.</p>	<p>Use their language to tell an adult or friends what they like or dislike.</p>	<p>With support, use their words to tell friends and adults why they like or dislike something.</p>	<p>Be able to express why something is favourite and why they like something more than another.</p>	<p>Be able to express a point of view and use their words to debate when they disagree with an adult or friend.</p>	<p>Express their ideas and feelings using full sentences.</p>
<p>Listens to other people's talk with interest but can easily be distracted by other things.</p>	<p>With support from an adult, take turns to speak with other children, starting 1:1 and in small groups.</p>	<p>Continue to use the turn taking skill to have conversations with adults and friends.</p>	<p>Start a conversation with an adult or a friend and take turns with little support.</p>	<p>Be able to hold short conversations with peers independently.</p>	<p>Being able to start and join conversations with more than one person.</p>	<p>Develop social phrases and engage in back-and-forth conversations with peers and adults.</p>
<p>Develop talk within their play.</p>	<p>Using talk to share what they think.</p>	<p>Use talk in play to organise themselves</p>	<p>With support of an adult, use talk to discuss what they need or want to do next.</p>	<p>Explain things that have already happened.</p>	<p>Suggest why things that have already happened may have happened that way.</p>	<p>Use talk to help work out problems and organise thinking.</p> <p>Explain how things work and why they might happen.</p>