



## Communication and Language – Progression Planning

### **Intent:**

Through a systematic progression of skills and repetition, children understand and develop their use of language in all areas. It is our intent that all children make progress, closing gaps in attainment. Our language rich environment emanates high expectations and reflects the children's interests and fascinations.


Intensive support will expose children to and build on vocabulary opportunities. Our curriculum and the high-quality interactions between staff and children supports the subtle interplay between cognition and communication. Opportunities to share children's life experiences alongside sharing professional practice bridges the communication divide between home and school


### **Implementation:**



Communication and Language is immersive within our language rich environment. The huge diversity of our children's language levels requires many different approaches, leading to unique language journey's that support fluency in development as children progress towards clear end points. Many of our children increasingly need intensive support, through Speech and Language Therapy, ECAT and the use of Makaton and Communication Boards. Our teaching uses expert knowledge that supports all of our children to become effective communicators. Children are supported and challenged through diverse teaching approaches, that reflect on progression plans, informing teaching and closing the gaps.



Through our focus on cognitive challenge and high aspirations for all, our enhancement opportunities are as follows:

- Social Singing, developing children's confidence to communicate within the power of music
- Makaton signing, and singing, creating inclusive communication for all,
- ECAT, Speech and Language Therapy, SEND teaching and BUCKET Time, specifically tailored Communication and language teaching to support individual communication needs
- Drama, Story Time, Baking, Philosophy 4 Children and Aspiration Group all extend children's language, through challenging, applying knowledge and supporting children's language through language rich learning experiences.






Progression Stages	EYFS Assessment	Transition GLD	Thinking Move	Blank Levels	Enhance.
	Understands single words in context	Learning new vocabulary	Look/ Listen	<b>Level 1 : Naming</b> The language focuses on the object in front of the child - focusing on the <b>WHOLE</b> object  <b>WHAT?</b>	Attention Autism
	Understands frequently used word				Developing an understanding for listening carefully
	Understands and follows simple instructions with the support of Makaton and communication boards	Developing listening skills			

	Recognise and point to objects familiar to them				<p>Makaton</p> <p>Song &amp; Rhymes Times</p> <p>SLT Sessions</p> <p>ECAT</p>
	<p>Listen and focus</p> <p>Listens to other people's talk with interest, but easily distracted</p> <p>Enjoys listening to songs and rhymes, joins in with finger rhymes, gesture and actions, noises and some words.</p>				
	<p>Is Beginning to make themselves understood</p> <p>Is beginning to say how they are feeling</p> <p>Starting to develop conversations, jumping from topic to topic</p> <p>Is beginning to develop pretend play</p> <p>Is developing some speech sounds such as p,b,m,w</p> <p>Use multi syllabic words i.e. banana</p>	<p>Is beginning to be able to articulate thoughts and ideas simply with developing speech sounds and clarity</p> <p>Beginning to develop social phrases</p>			

	Is beginning to ask simple questions i.e. what's that ?	Developing their ability to ask a question			
	Names and labels familiar objects	Learning new vocabulary			
	Listens to simple stories with some understanding and interest	Engages in story time			
	Understands and responds to the question WHAT?	Develop and understanding about what has been said to them And about listening carefully.			
	Enjoys listening to longer stories and is able to make connections with the story i.e. know who the characters are the title of the story and can remember what happens.	Engage in story time  Describe some events in some detail  Use talk to organise their thinking  Listen to and talk about stories, building familiarity	<b>Explain</b>  	<b>Level 2 : Describing</b> Still focusing on the <b>WHOLE</b> object, but the child can now also focus on parts of an object and loose connections with it i.e. knife and fork And our knowledge of the object, i.e which object do we dig with ?	P4C  Drama Time  Love Heart Group

		and understanding		<p><b>WHO? WHAT? WHERE?</b></p> <p><b>Level 3 : Retelling</b></p> <p>Seeing the object in context Children use language/ materials, to organise their response</p> <p><b>HOW?</b></p> <p><b>***Talking about Stories and Event***</b></p>	Social Singing Time
Can focus on more than one thing at a time	Connect one idea or action to another using a range of connectives		<p><b>Think back</b></p> 		Story Suitcase
Uses a wider range of vocabulary	Use new vocabulary in different contexts				SLT
Understands a 2 part question	Understand how to listen carefully and ask questions to find out more		<p><b>Zoom</b></p> 		ECAT
Responds to a simple question or comment with a relevant response	Can Articulate their thoughts and ideas,				
Enjoys joining in with songs and rhymes  Sings a wide repertoire of songs and rhymes with developing confidence	Listens carefully to rhymes and songs, paying attention to how they sound  Learn rhymes, poems and songs				
Can talk about familiar books	Engage in story time				

		Listen to and talk about stories to build familiarity and understanding			
	Is able to sequence and retell parts of a familiar story	Retell the story in their own words.			
	Has clear, developing pronunciation and communication, and is exploring a range of different tenses.	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Uses talk to help work out problems and organise thinking</p> <p>Develop social phrases</p>			
	Uses longer sentences with 4 to 6 words or more				
	Is able to say multi-syllabic words i.e. hippopotamus				
	Can use a range of tenses				
	Can initiate conversations and take a turn in those conversations				

Progression Stages	EYFS Assessment	Transition GLD	Thinking Move	Blank Levels	Enhance.
	Sings a wide range of songs and rhymes with confidence, using actions and MAKATON.	Listen carefully to rhymes and songs, paying attention to how they sound  Learn rhymes, poems and songs	<b>Justify</b>    <b>Infer</b>	<b>Level 4 :</b> <b>Justify</b> <b>Abstract level &amp; verbal reasoning.</b> <b>Goes beyond objects/ materials</b> <b>Now they justify &amp; problem solve</b>  <b>WHY?</b>	Story Suitcase  P4C  Aspiration Group  Literacy Target Time  Love Heart Group  Drama Time
	Can retell a long story in detail, sequencing the story, using a beginning, a middle and an end	Retell the story using a deep familiarity with the text, some as exact repetition and some in their own words	  <b>Question</b>		
	Can join in with discussions and give a point of view, share an idea, and extend with their own ideas.	Uses new vocabulary in different contexts.			
	Is able to express a point of view	Articulate their ideas and thoughts in well-formed sentences	<b>Explain</b>		
Can join in and debate, and is able to agree, disagree, connect and explain,	Connect one idea or action to another using a				

	<p>using both words and actions.</p> <p>Can understand and discuss differences together.</p>	<p>range of connectives.</p> <p>Describe events in some detail</p> <p>Use talk to organise thinking and explain</p>			
	<p>Can join their sentences using linking words such as and, and because.</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or another using a range of connectives.</p>			
	<p>Can continue a conversation with a friend or adult, using many turns.</p> <p>Uses talk to organise themselves and their play and can communicate their own ideas</p>	<p>Develop social phrases</p> <p>Articulate their ideas and thoughts in well-formed sentences</p>			



	Is able to explain within their thinking and processing and describing skills	Use talk help work out problems and organise thinking and activities and to explain how things work and how they might happen			
	Can use future and past tenses in their communicating	Articulate their ideas and thoughts in well-formed sentences			
	Can answer a why question with a thoughtful and relevant response  Can respond appropriately to more detailed questions, 2 part questions and conversations that deepen their thought processes.	Describe events in some detail  Use new vocabulary in different contexts.			

**Impact:**

The impact of ambitious intentions, expert knowledge and informed teaching is that all our children will be effective communicators, relative to their own abilities. Our programmes of speech and language support, ensure that the gap in children's progress and levels of fluency are closed, and end points are clear and personalised.

Communication is impacted through our focus on music. Children are empowered to sing and Makaton signing when they may be unable to share in talk. Their language processing flows through the familiarity of rhythm and rhyme, leading to progression in clarity, processing and language interactions