

**EYFS Curriculum Harehills Primary School**  
**Communication and Literacy progression of skills**  
**F2**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Listening, Attention and Understanding</b>  <b>ASK</b> a relevant question,  <b>MAKE</b> a relevant comment.  <b>CONVERSE</b> in a back and forth exchange with friends and teachers	<b>Listening and attention</b> Understands why it is important to listen Knows how to show they are listening – eye contact, body language  <b>Understanding</b> To be able to follow simple instructions with support  To understand who, when questions Ask simple questions (e.g. Where is Mummy?)  <b>Converse</b> Observed between peers -Waits for the person talking to stop before responding	<b>Listening and attention</b> Begins to engage in story times, joining in with repeated phrases and actions  <b>Understanding</b> To smile or laugh at funny pictures/ clips To be able to follow simple instructions independently  To ask and answer who, when questions	<b>Listening and attention</b> Engages in story times, joining in with repeated phrases and actions Listens to what has been said and responds  <b>Understanding</b> To begin to understand humour Begin to follow two part instructions  To understand where and what questions Ask simple relevant questions in response to what they have heard  To understand a range of complex sentence structures	<b>Listening and attention</b> Engages in story times, joining in with repeated phrases and actions Begins to wait for the person talking to stop before responding  <b>Understanding</b> To begin to understand humour Can follow two part instructions  To ask and answer where and what questions	<b>Listening and attention</b> To follow a story without pictures or props  Waits for the person talking to stop before responding  <b>Understanding</b> Understands humour Understands a longer list of instructions  To understand questions why and how Asks relevant questions in response to what they have heard	<b>Listening and attention</b> Is aware of when others are speaking and listens appropriately before replying  <b>Understanding</b> Understands spoken instructions and can listen without stopping what they are doing To ask and answer questions, why and how Asks relevant questions in response to what they have heard, wanting to find out more information Understanding more complex language including prepositions, sequencing, time <b>Converse</b> To have conversations with adults and peers with back and forth exchanges
	<b>ELG:</b> 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 asks questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers					
<b>Speaking</b>  <b>EXPRESS</b> ideas and feelings with confidence	<b>Participate</b> Answer the register e.g. 'morning/ yes'  To talk one to one with class teacher and familiar adults  To sing familiar songs and rhymes	<b>Participate</b> To say please when requesting things such as lunch  To talk in front of a small group  To begin to talk in front of the whole class  To talk one to one with class teacher and familiar adults To sing familiar songs and rhymes in time with peers	<b>Participate</b> To begin to use the phrase "please may I have ...." When requesting lunch. To answer questions in front of whole class. To develop the confidence to talk to other adults they see on a daily basis	<b>Participate</b> To use the phrase "please may I have ...." When requesting lunch. To answer questions in front of whole class, beginning to give more detailed answers  To sing new songs and rhymes	<b>Participate</b> To use social phrases such as excuse me in play To begin to share their work/ideas to the class- standing up at the front To talk to different adults around the school	<b>Participate</b> To use a range of social phrases, such as please may I , thank you, excuse me. To share their work/ideas to the class- standing up at the front including in larger groups such as assemblies Share their ideas with confidence To talk to different adults around the school

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	<p><b>Express and explain</b>  <i>Uses talk to communicate emotions</i></p> <p><i>Engages in story times, joining in with repeated phrases and actions</i></p> <p><i>To learn new vocabulary</i></p>	<p><b>Express and explain</b>  <i>Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one).</i></p> <p><i>Retells stories simply -how the story started, the main happening, and how ended</i></p> <p><i>Repeats new vocabulary in a context of a story</i></p>	<p><b>Express and explain</b>  <i>Comments and engages in conversation about the text, talking about characters, feelings and what might happen next, making links to own experiences</i></p> <p><i>Retells a story through roleplay, using some new vocabulary and some exact words from the text</i></p> <p><i>To use new vocabulary throughout the day</i></p>	<p><b>Express and explain</b>  <i>Comments and engages in conversation about the text or topic talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park.</i></p> <p><i>Begin to create their own stories</i></p> <p><i>To talk in sentences using conjunctions e.g. and, but</i></p>	<p><b>Express and explain</b>  <i>To use talk to retell, organise, sequence and clarify thinking, ideas, feelings and events</i></p> <p><i>Link statements and stick to a main theme</i></p> <p><i>Create their own stories</i></p> <p><i>To use new vocabulary in different contexts</i></p>	<p><i>To sing a variety of songs and rhymes</i></p> <p><b>Express and explain</b>  <i>To talk in sentences using a range of tenses but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'</i></p> <p><i>To talk about why things happen</i></p> <p><i>Create their own stories and share them with the class</i></p>
	<p><b>ELG:</b></p> <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</i></p> <p><i>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</i></p>					

