

CLL Development Tracker within EYFS at Scorton Primary School

Statutory Framework for literacy

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. 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.

Intent

Communication and Language is one of the Prime Areas of the Early Years Foundation Stage. This area of development provides the foundation for all other areas of learning. We believe that language unlocks learning! At Scorton Primary School highly skilled practitioners ensure that children are immersed in a language rich environment where the opportunity to speak and share ideas is irresistible. Thousands of high quality interactions between adults and children take place every single day! Through 'in the moment teaching and planning', practitioners follow the child's lead for learning and introduce language and vocabulary which is slightly above the child's ability level. In addition, high quality texts and vocabulary are mapped throughout EYFS. This ensures that consistent progress can be made. Early help is sought quickly and referrals are made to outside agencies when necessary. Our own Speech and Language therapist provides advice when needed which ensures that children get the help that they need as soon as possible, as waiting times for the NHS can be long. We have high aspirations for language and children are introduced to 'big' and exciting grown up words at every opportunity which they love!

Progression of Knowledge and Skills

	Listening and Attention	Speaking	Understanding
Nursery	I can listen to my key person when I am interested · I have fleeting attention · I can listen to short stories and songs/ rhymes which are active and visual · I can wait for a short period when supported with a visual cue I will use simple words to talk and comment about things that interest me · I will ask simple questions, e.g. 'what's that.' · My words are clear and understood by adults I can respond appropriately to a prompt, e.g. 'ready steady go'! · I understand and can follow a simple story with pictures or visual prompts.		

	· I can follow a simple instruction.
Pre-School E	<p>I am learning to:</p> <ul style="list-style-type: none"> • Listen with interest to a story • Join in with rhymes • Follow simple instructions. • Talk in front of others • Speak in simple sentences. • Listen to conversation • Respond to stories and rhymes that I have heard • Use pronouns in my talk • Use new words in my talk.
Pre School D	<p>I am learning to:</p> <ul style="list-style-type: none"> • Respond to conversations • Remember some simple elements from a story • Join in with a story • Use describing words in my sentences • Use time words in my talk. • Join in with conversation • Take turns when I talk • Answer questions • Follow simple instructions that include prepositions. • Recite songs and rhymes by heart • Retell parts of a story.
Pre-School S	<p>I am learning to:</p> <ul style="list-style-type: none"> • Join in with repeated phrases • Retell simple stories • Talk about what is happening • Predict what might happen next. • Respond to how and why questions. • Talk about an event in the past • Speak in full sentences • Ask simple questions • Describe actions and events.

Reception E	<p>I am learning to:</p> <ul style="list-style-type: none"> •Concentrate until an activity is completed •listen and respond to others' talk. •Answer why questions •Initiate conversations. •Join in with discussions •Use new vocabulary •Talk about simple feelings. <p>Begin to use conjunctions</p> <p>I am learning to:</p> <ul style="list-style-type: none"> •Make sensible suggestions about what might happen next in a story •Ask questions about the stories I have listened to •Answer how questions with support. •Talk about what I am thinking •Give reasons •Tell simple stories orally
Reception D	<p>I am learning to:</p> <ul style="list-style-type: none"> •Listen for longer periods of time •Follow a story without visual clues •Follow 3-part instructions. •Talk about and explain my ideas •Express my opinions •Talk about a series of events •Use conjunctions. <p>I am learning to:</p> <ul style="list-style-type: none"> •Make relevant comments about what I have heard •Listen attentively in different situations •Answer how questions clearly. •Talk about my feelings, linking actions. •Talk about a series of ideas.
Reception S	<p>I am learning to:</p> <ul style="list-style-type: none"> •Follow more complex instructions that have several ideas. •Listen for longer sessions and make relevant comments to show that I have understood. •Tell stories orally following a sequence.

	<p>I am learning to:</p> <ul style="list-style-type: none"> •Maintain conversations in a variety of situations. •Talk about a series of events in sequence •Be fluent and coherent when I talk to others <p>Adapt my talk in response to the listener</p>
<p>Reception End Point</p> <p>ELGS</p>	<p>Listening Attention and Understanding</p> <p>Children at the expected level of development will:</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> <p>Children at the expected level of development will:</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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p>Links to KS1</p>	<p>Actively listen during class inputs and group tasks.</p> <p>Hold information in mind whilst moving from one task to another.</p> <p>Able to respond on topic and contribute to discussions</p> <p>Understand more complex sentences and concepts</p> <p>Say all speech sounds clearly.</p> <p>Use topic based vocabulary within discussions</p> <p>Speak in well-formed sentences using accurate grammar.</p> <p>Ask appropriate questions to expand own knowledge.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>