

WRENBURY PRIMARY SCHOOL EYFS – Communication and Language			
	3-4 Years	Reception	ELG Checkpoint
Listening, Attention and Understanding	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. Use a wider range of vocabulary. 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?” Observational Checkpoint: By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, please can you stop now? We’re tidying up”.	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.
	I enjoy listening to stories. I can only listen to one thing at a time. I am now listening carefully. I know why listening carefully is important e.g. safety, following instructions. I listen to stories with interest. I listen to rhymes, poems and songs carefully. I listen to non-fiction books. I am developing new knowledge through listening to these books. I understand questions that involve two actions. I understand ‘why’ questions and respond appropriately to them. I am using a wider range of vocabulary. I am learning new vocabulary e.g. through stories. I can talk about a range of stories and books. I can listen carefully during discussions. I use new vocabulary in my conversations.	I listen attentively during discussions as a class, with peers and with my teacher. I can ask questions about stories that have been read to me and I have read. I can ask questions in discussions when 1:1, in small groups and larger class discussions. I can listen attentively and respond appropriately during conversations. I can hold a conversation with my peers and teachers back and forth.	

	3-4 Years	Reception	ELG Checkpoint
Speaking	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' 'swimmed' for 'swam'. May have problems saying"- Some sounds: r, j, th, ch, and sh – multi-syllabic words such as 'pterodactyl', 'planetarium', or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the bus driver." Observational Checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?	Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.
	I can express my point of view using words and actions. I can start a conversation and continue it. I can use talk to resolve my problems. I am learning rhymes. I can express my point of view. I can use talk to organise my play. I learn new vocabulary and use this throughout the day. I can use new vocabulary in different contexts. I use connectives in my speech.	I can hold a conversation with my peers and teachers back and forth. I can explain why things happen and use new vocabulary during these discussions I speak in full sentences. I speak with conjunctions and in past, present and future tenses. I can articulate my ideas and thoughts through well-articulated sentences. I can describe some events with detail.	