

## Meadow View Primary EYFS FS0 Progress Curriculum in Communication & Language

	Milestone 1 Components	Milestone 2 Components
	<ul style="list-style-type: none"> <li>Follow instructions, sometimes with visual prompt such as “put on your coat” or “where’s mummy’s coat?”</li> <li>be able to recognise how other people feel and will try to do something about it, E.g “Ah, Josie sad. She need a hug.”</li> <li>Use different types of words to do different things, E.g. to describe like ‘big’, ‘soft’ ‘under’, ‘on’.</li> <li>put 4 or 5 words together to make short sentences, such as “me want more juice”, “him want his coat”</li> <li>have clearer speech with some immaturities such as ‘pider’ instead of ‘spider’.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to name</li> <li>listen to simple stories with pictures</li> <li>understand simple ‘who’, ‘what’ and ‘where’ questions</li> <li>be able to take turns in conversation, with fleeting attention, possibly changing the topic throughout.</li> <li>use up to 300 words</li> <li>refer to something that has happened in the past</li> </ul>
	Universal Pathway	Universal Pathway
	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for ‘scaffolding up.’
	*Individual or small group social skills work/ ROAR with Key Worker *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group social skills work/ ROAR with Key Worker *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<b>Composite:</b> Take turns in conversation. Be able to hold attention for short periods of time. Put 4 or 5 words together to make short sentences.		

## Meadow View Primary EYFS FS1 Progress Curriculum in Communication & Language

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<ul style="list-style-type: none"> <li>Switch attention with a clear prompt by using their name and instruction.</li> <li>Enjoy listening to parts of a stories and rhymes</li> <li>Listens 1:1 and can pay attention for very short periods of time</li> <li>Beginning to interact for short periods of time with peers</li> <li>Understand one part instructions such as 'Get a book'.</li> <li>Using a range of sounds correctly when talking</li> <li>Starting to use simple sentences</li> <li>Ask and understand what and where questions</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time which still can be difficult.</li> <li>Enjoy listening to longer parts of the story and rhymes with some recall</li> <li>Listens 1:1 and in a small group when the subject interests them for a short period of time</li> <li>Starting but not always maintaining conversations with others</li> <li>Take part in collaborative play with peers, involving others in their narrative.</li> <li>Understand a question or instruction that has two parts with prompt such as get your coat and wait at the door.</li> <li>Using a wider range of sounds correctly when talking</li> <li>Uses simple sentences confidently eg I played in the garden</li> <li>Beginning to understand simple why questions</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to more than one thing at a time which can be difficult (DM).</li> <li>Enjoy listening to longer stories and rhymes and can remember much of what happens.</li> <li>Listen 1:1 and in a small group for a longer period of time</li> <li>Start a conversation with an adult or friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play eg 'Let's go on the bus.. You sit there' (DM)</li> <li>Understand a question or instruction that has two parts such as get your coat and wait at the door.</li> <li>Have mostly clear speech though will have difficulties with some sounds.</li> <li>Using longer sentences with some linked sentences eg I had pizza for tea and played in the garden.</li> <li>Understand and answer simple why questions</li> </ul>
<b>Universal Pathway</b>		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
<b>Universal Plus Pathway 'scaffold up to inclusive curriculum'</b>		
*Individual or small group social skills work/ ROAR with Key Worker *Initiate contact with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group social skills work/ ROAR with Key Worker *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group social skills work/ ROAR with Key Worker *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<b>Emerging/ Additional Needs Pathway</b>		
*Initiate discussion with SENCO *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<b>Composite:</b> Listens to stories with increasing attention. Uses talk to organise themselves and their play. Understand and follow a two part instruction.		

## Meadow View Primary EYFS FS2 Progress Curriculum in Communication & Language

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<ul style="list-style-type: none"> <li>Beginning to listen with increasing attention and recall in a larger group.</li> <li>Attention span can still be quite short.</li> <li>Listens to longer stories and rhymes with increasing attention and recall.</li> <li>Develop confidence in speaking in front of a group.</li> <li>Develop use of connectives in speech.</li> <li>Understands instructions with 3 key words</li> <li>Begin to use a range of tenses.</li> <li>Developing use and awareness of correct grammar.</li> <li>Speech sound use and awareness increasing with phonics direct teaching.</li> <li>Ask and understand why and how questions with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Further developing of integrated attention i.e. can listen and do in a range of situations.</li> <li>Developing skills in listening carefully and understands why this is important in group and whole class situations (DM)</li> <li>Listens to, talks about, asks questions about and makes connections between stories that they read and hear.</li> <li>Speak with increasing confidence in front of a group/ whole class.</li> <li>Develop confident use of connectives in speech (DM)</li> <li>Understands increasing complex instructions.</li> <li>Language and vocabulary rapidly expanding.</li> <li>Use new vocabulary throughout the day (DM)</li> <li>Correcting grammatical mistakes for themselves with more independence.</li> <li>Speech sound use and awareness increasing further in line with phonics direct teaching.</li> <li>Ask and understand questions from each other with increasing confidence and relevance</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively and responds appropriately in a wide range of situations.</li> <li>Maintains attention, concentration and sits quietly during an appropriate activity.</li> <li>Retell stories, sequencing events, with a deep understanding and familiarity of the text (DM)</li> <li>Use a range of connectives in speech and back and forth conversation (DM)</li> <li>Articulate thoughts and ideas in well-formed sentences (DM)</li> <li>Understand 4 key word instructions confidently.</li> <li>Use talk to solve problems, organise thinking and activities and explain how/ why things work (DM)</li> <li>Using mostly correct, grammatical sentences.</li> <li>Use and apply new and familiar vocabulary with confidence throughout the day (DM)</li> <li>Speech sound use and awareness increasing further in line with phonics direct teaching up to Phase 4 Little Wandle</li> <li>Ask questions to find out more and check understanding of what has been said (DM)</li> </ul>
<b>Universal Pathway</b>		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
<b>Universal Plus Pathway 'scaffold up to inclusive curriculum'</b>		
*Individual or small group language work *Initiate contact with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group language work *Refer to SALT *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Individual or small group language work *Liaise closely with SALT. Consider further referrals if appropriate *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<b>Emerging/ Additional Needs Pathway</b>		
*Initiate discussion with SENCO *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers	*Continue discussion with SENCO *Maintain close involvement with parents/ carers *Provide ideas to support parents/ carers
<p><b>Composite: ELG Listening, Attention &amp; Understanding</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 ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG Speaking</b> 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.</p>		