

EYFS

Communication, Language and Literacy

Age in months	Language for communication	Language for thinking	Linking sounds and letters	Reading	Writing	Handwriting
30 - 50	<p>Use simple statements and questions often linked to gestures. <i>Use intonation, rhythm and phrasing to make their meaning clear to others.</i> Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Listen to stories with increasing attention and recall. <i>Describe main story settings, events and principal characters.</i> Listen to others in one-to-one or small groups when conversation interests them. <i>Respond to simple instructions.</i> Question why things happen and give explanations. <i>Use vocabulary focused on objects and people that are of particular importance to them.</i></p>	<p>Talk activities through, reflecting on and modifying what they are doing. <i>Use talk to give new meanings to objects and actions, treating them as symbols for other things.</i> Use talk to connect ideas, explain what is happening and anticipate what might happen next. Use talk, actions and objects to recall and relive past experiences.</p> 	<p>Enjoy rhyming and rhythmic activities. <i>Show awareness of rhyme and alliteration.</i> Recognise rhythm in spoken words.</p>	<p>Listen to and join in with stories and poems, one-to-one and also in small groups. <i>Begin to be aware of the way stories are structured.</i> Suggest how the story might end. Show interest in illustrations and print in books and print in the environment. <i>Handle books carefully.</i> <i>Know information can be relayed in the form of print.</i> Hold books the correct way up and turn pages. <i>Understand the concept of a word.</i></p> 	<p>Sometimes give meaning to marks as they draw and paint. <i>Ascribe meanings to marks that they see in different places.</i></p> 	<p>Use one-handed tools and equipment. <i>Draw lines and circles using gross motor movements.</i> Manipulate objects with increasing control.</p> 
40 - 60+	<p>Have confidence to speak to others about their own wants and interests.</p>	<p>Begin to use talk instead of action to rehearse, reorder and reflect on</p>	<p>Continue a rhyming string. <i>Hear and say the initial sound in words and</i></p>	<p>Enjoy an increasing range of books. <i>Know that information can</i></p>		<p>Begin to use anticlockwise movement and retrace vertical lines.</p>

others about their own wants and interests.
 Use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others.
 Initiate conversation, attend to and take account of what others say.
 Extend vocabulary, especially by grouping and naming.
 Use vocabulary and forms of speech that are increasingly influenced by their experience of books.
 Link statements and stick to a main theme or intention.
 Consistently develop a simple story, explanation or line of questioning.
 Use language for an increasing range of purposes.
 Use simple grammatical structures.

of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention to how events lead into one another.
 Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.
 Begin to use talk to pretend imaginary situations.

Hear and say the initial sound in words and know which letter represent some of the sounds.



of books.
 Know that information can be retrieved from books and computers.



movement and retrace vertical lines.
 Begin to form recognisable letters.



Early Learning Goals

*Interact with others, negotiating plans and activities and taking turns in conversation.
 Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
 Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.
 Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
 Extend their vocabulary.*

*Use language to imagine and recreate roles and experiences.
 Use talk to organise, sequence and clarify thinking, ideas, feelings and events.*



*Hear and say sounds in words in the order in which they occur.
 Link sounds to letters, naming and sounding the letters of the alphabet.
 Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.*

*Explore and experiment with sounds, words and texts.
 Retell narratives in the correct sequence, drawing on language patterns of stories.
 Read a range of familiar and common words and simple sentences independently.
 Know that print carries meaning and, in English, is read from left to right and top to bottom.
 Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to*

*Begin to break the flow of speech into words.
 Use writing as a means of recording and communicating.
 Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
 Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
 Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using*

Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.



*rhymes and poems.
Extend their vocabulary,
exploring the meanings and
sounds of new words.
Speak clearly and audibly
with confidence and control
and show awareness of the
listener.*

*how information can be
found in non-fiction texts to
answer questions about
where, who, why & how.*

*form simple sentences,
sometimes using
punctuation.*

