

# Continuous Provision Progression Grid

Intention- To develop skills to enable children to develop their communication and language skills to become fluent and confident speakers.

Children will be able to communicate their own ideas and listen to others.

Children will be exposed to high quality texts that further cement their understanding of English.

Children will be immersed in a language rich environment that constantly demonstrates the correct use of the English language.

Communication and Language  
'Language and culture are the frameworks through which humans experience, communicate, and understand reality' Lev Vygotsky

## Questioning Children

Questioning children is built into each area of our curriculum in order to support understanding for all pupils. All continuous provision documents has suggestions for appropriate questioning for each area of our curriculum.

Communication and language is one of the most important elements of our EYFS curriculum. It enables children to express themselves and learn from the world around them. Questioning and listening to each other underpins the whole of a child's learning experiences.

## Development Matters

### Birth to Three

#### Communication and Language

Listen to simple stories and understand what is happening, with the help of the pictures.

Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.

Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

### Three and Four Year Olds

#### Communication and Language

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?"

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

## Development Matters Children in Reception will

### Communication and Language

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Ask questions to find out more and to check they understand what has been said to them.

Describe events in some detail.

Engage in story times.

Engage in non-fiction books.

### Communication and Language- ELG

#### Listening, Attention and Understanding

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.

#### Speaking

· 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.

# Adults will support our little talkers by...

Term	Links to Development Matters	Intent	Possible Activities in Continuous Provision	Resources	Activities from MTP to support intent of half term.	Review of area/ Other activities used to follow children's interests.
<p>Autumn 1 A Story to Remember</p>	<p>Birth to Three-Communication and Language- Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>Children will children to talk and share about their immediate family - who is in it and what things they might do together.</p> <p>Children will answer simple questions when talking about their families.</p> <p>Children will repeat the stories We're Going on a Bear Hunt and The Gruffalo by memory/repeated phrases</p> <p>Children will begin to learn some new vocabulary linked to their learning of We're Going on a Bear Hunt - such as swirling, trek, adventure</p>	<p>Create a 'family photo album' to place in the reading area - children can access this freely to speak about their family and experiences with their family</p>  <p>Place non-fiction books about bears (linked to We're Going on a Bear Hunt) in the provision not just in the reading area i.e. art/FMS to encourage independent use and speaking of what they see in the books</p>  <p>Bear Hunt tuff tray exploration with book, characters, sequence cards - objects related to each scene too i.e. sticks for forest</p>  <p>Gruffalo tuff tray exploration with book, characters, sequence cards</p> 	<p>Family photographs from home (ask from parents)</p> <p>Non-fiction books about bears</p> <p>Objects linked to Bear Hunt for tuff tray - sticks=forest, cotton wool=snow etc</p> <p>Objects linked to Gruffalo for tuff tray - leaves, sticks etc</p>	<p>AI: Children will discuss topics during chatter times by sharing non-fiction books. AL: Children will learn a bank of key words related to the story 'We're going on a bear hunt'. AL: Speaking about family and home life. AL: Model holding conversations about home life and weekend activities during snack time.</p>	<p>Children really enjoyed sharing their photos from home in the 'family photo album' - proved a helpful tool during snack times to use to encourage talking about home life too.</p>

## Autumn 2 Once Upon a Time

Three and Four Year Olds-  
Communication and Language-  
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?"  
Know many rhymes, be able to  
talk about familiar books, and  
be able to tell a long story.

Children will begin to  
explain their knowledge  
and understanding through  
their play/re-enactment of  
the stories Three Billy  
Goats Gruff/Three Little  
Pigs - what happens and  
why?

Children will use newly  
learnt vocabulary in their  
speech when building such  
as 'construct'

Children will retell their  
previous experiences of  
Christmas to their friends

Use Three Billy Goats/Three Little Pigs  
story sacks in story times -  
modelling how to use the puppets -  
leave in the provision for children  
to independently repeat the  
play/reenactment of the story with  
their friends



Place various building materials in  
the small world area alongside non-  
fiction about bridges/houses - what  
is the best material to build with?

Non-fiction books about goats to  
share knowledge

Letters and postcards along with a  
postbox in the writing area - who  
will you send this letter to and why?

Catalogues of toys for children to  
discuss what they would like for  
Christmas.

Mystery presents for children to  
discuss what might be in them



Three Billy Goats  
Gruff story sack  
Three Little Pigs  
story sack  
Building materials -  
bricks/sticks/blocks  
etc

AL: Listening to the story  
of The Three Billy Goats  
Gruff.  
AL: Discuss alternative  
endings to the story of  
The Three Billy Goats  
Gruff.  
AL: Listening and  
responding to the story  
of The Three Little Pigs  
with ideas  
AL: Discuss how to best  
build a house for the  
Three Little Pigs.  
AL: TFW Three Little Pigs  
AL: Listen to the story of  
the Jolly Postman  
AL: Talk about who you  
might send a letter to  
and who you might  
receive a letter from.

Children loved  
retelling the stories  
of Three Billy Goats  
Gruff and The Three  
Little Pigs -  
particularly in the  
large construction  
outside when  
building bridges  
and then children  
would take it in  
turns to be the  
troll/goats

Children liked the  
Jolly Postman book  
and we're enthused  
to talk about their  
own experiences of  
Christmas by adults  
firstly sharing their  
own.

## Spring 1 The Helpful Patrol

Children in Reception will-  
Communication and Language-  
Understand how to listen  
carefully and why listening is  
important.  
Learn new vocabulary.  
Ask questions to find out more  
and to check they understand  
what has been said to them.  
Describe events in some detail.  
Engage in storytimes.  
Engage in non-fiction books.

Children will share any  
knowledge they have of a  
person who helps us from  
their own home life

Children will engage in the  
story cops and robbers  
and be able to understand  
some of the more complex  
language in this story

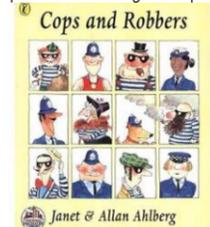
Children will ask  
questions to the visitors  
that come to school to find  
out about their role in the  
community

Photos of any family members who  
are a person who helps us in a book  
to place in the reading area - model  
sharing this in snack times



Non-fiction books about various  
people who help us (police,  
firefighters etc) to share knowledge  
and understanding

Cops and Robbers tuff tray to  
explore - characters and objects  
pertaining to police (e.g. handcuffs)



Photos from home  
for people who  
help us book

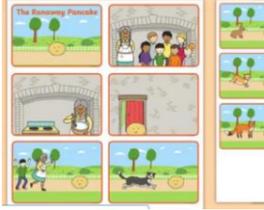
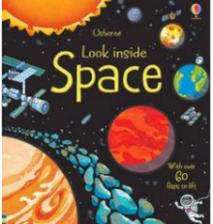
Non-fiction books  
about people who  
help us

Cops and Robbers  
book

Winter items/non-  
fiction book

AL: Chatter time:  
AL: children will share  
their Christmas holiday  
photos from Tapestry  
with the rest of the  
class  
AL: discussing and  
making New Year  
resolutions  
AL: sharing roles of their  
family members who  
help in the community  
AL: Children will learn a  
bank of key words  
related to the topic 'The  
Helpful Patrol'  
AL: Children will learn  
to join in with the  
repeated refrains from  
the story 'Cops and  
Robbers'  
AL: Chatter time:  
AL: Children will  
discuss what happens  
in Winter and why these  
changes happen

Children liked this  
topic a lot and were  
keen to ask  
questions to the  
visitors to the  
school - the more  
visitors they had  
they more confident  
they became  
because of their  
prior experiences.

			<p>Selection of Winter objects/pictures/non-fiction books in various areas (e.g. art to draw) to inspire conversation about what happens</p>		<p>AL: Children will talk about their own experiences of visiting the dentist when they have a talk from a real dentist.</p>	
<p>Spring 2 Spring has Sprung</p>		<p>Children will work on their team working skills through various tasks to allow opportunities for discussions and resolutions to find</p> <p>Children will use their talk to describe what they see happening to our class chicks as they grow day by day</p> <p>Children will learn new vocabulary and use it regularly when talking about their class chicks</p> <p>Children will share their past experiences of Easter and be able to retell the Christian origins of Easter</p>	<p>Working together to order the story of The Runaway Pancake</p>  <p>Class chicks in the classroom for the children to observe and talk about</p>  <p>An area about Easter in the classroom for children to explore and discuss with each other.</p>	<p>Runaway Pancake sequencing pictures (twinkl)</p> <p>Class chicks (from living eggs)</p> <p>Easter objects</p>	<p>AL: Working as a team to make a pancake AI: explaining why we need to wash our hands when making pancakes AL: Deciding our own rules for caring for our class chicks AL: Talking about our experiences of Easter</p>	
<p>Summer 1 Amazing Adventures</p>	<p>Children in Reception will- Communication and Language- Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Children will gain a wide breadth of vocabulary in the topic of dinosaurs to describe, detail and delineate their knowledge of dinosaurs -their habitat/classifications etc.</p> <p>Children will explain retell a story in order and add their own details to a version of their own - where does Baby Bear go next?</p>	<p>Non-fiction books about space and dinosaurs for the children to explore</p>  <p>Large boxes, teddies, colanders and Whatever Next book for children to re-enact the story together</p> <p>Dinosaur eggs and fossils for children to excavate - can they explain the process? What do they know about dinosaurs? What new vocabulary can they explain i.e. herbivore</p>	<p>Non-fiction books about space</p> <p>Non-fiction books about dinosaurs</p> <p>Dinosaurs Dinosaur 'eggs' Dinosaur fossils made from plaster of paris</p> <p>Whatever Next book Boxes Teddies Colanders</p>	<p>AL: Children will discuss topics during chatter times by sharing non-fiction books about space. AL: discussing what it is like in space AL: watching a Brian Cox all about space video and commenting on what they have learnt AI: using props to re-enact the story 'Whatever Next' with their peers AL: Expressing our own ideas when making a dinosaur story AL: showcasing newly learnt vocabulary about dinosaurs in our dinosaur story/movie AI: offer an explanation as to where the dinosaurs went in Conversation Times</p>	

# Summer 2- Magnificent Mini beasts.

Communication and Language ELG-  
Listening, Attention and Understanding-  
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.  
Speaking-  
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.

Children will gain confidence in their transition to Year 1 in September by expressing their thoughts and feelings - sharing positive attributes of moving up to encourage a smooth transition.

Children will use language taught to describe mini beasts they find in continuous provision outside.

Children will make insightful comments and ask relevant questions to others when speaking about their experiences of Summer.



Children will be encouraged to discuss with one another their move to Year 1 in their play with their adults and peers.

Have a hunt around the Year 1 classroom to find different areas to become confident in the new space

Go on minibeast hunts - using jars to collect - describe what they find and use non-fiction books to see what it is and any info



Laminated minibeasts for children to hide for their friends and then using blindfolds direct their friends to find them

Sharing at snack times what they have previously done in the months of Summer - what might they do this Summer?



Mini beast hunt sheet

Non-fiction books about mini-beasts

Laminated mini-beasts

Objects related to Summer in a tuff tray

AL: discuss the word supportive - what does it look like? What does it mean? How can we support each other in Year 1? AL: thinking of other words which mean we are helpful and supportive - creating our own bank of 'being a friend' words  
AL: End of Year presentation to the class - what have you enjoyed? What was your favourite day?  
AI: listening attentively to others thoughts and feelings of their move to Year 1