



**Tudor Grange  
Academies Trust**



**EYFS Curriculum Map:  
Communication and Language**



## Early Years Foundation Stage

### Communication and Language Educational Programme

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, storytelling 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.

### ES & PS

### Listening, Attention and Understanding

**Key knowledge and skills taught and practised throughout the provision and threaded throughout the curriculum.**

| 2-3 yrs                     | Listening & attention                                                                                                                                                                                                                                                                                                                       | Social and emotional                                                                                                                                                                                                                                                                                               | Concepts                                                                                                                                                                                                                                                               | Questions                                                                                                                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge and Skills</b> | <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Pays attention to own choice of activity, may flit between activities.</p> <p>Understand longer instructions.</p> <p>Follows 2-part instructions.</p> <p>Listens with interest to the noises adults make when they read stories.</p> | <p>Learn each other's names and pronounce them correctly.</p> <p>Start to be interested in other children's play and want to join in.</p> <p>Start to talk about themselves, for example they can say what they like and don't like.</p> <p>Start to say how they are feeling, using words as well as actions.</p> | <p>Developing understanding of simple concepts:</p> <p>Position: on; off; in; out; up; down; under; top; open; shut</p> <p>Size: big; small/little; long</p> <p>Quantity: 1; 2</p> <p>Other: stop; go/start; loud; quiet; heavy; soft; fast; hot; cold, good; bad.</p> | <p>Understands and asks 'What' and 'Where' questions.</p> <p>Understands 'who' in simple questions (e.g. Who's that?)</p> <p>Beginning to ask simple questions.</p> <p>Uses a variety of questions (e.g. what, where, who).</p> |



|                             | <p>Listen to and understand a simple story with pictures.</p> <p>Recognises and responds to many familiar sounds.</p> <p>Shows interest in play with sounds, songs and rhymes.</p> <p>Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.</p>                                                                               | <p>Uses language to share feelings, experiences and thoughts.</p>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                | <p>Answer simple questions about objects, for example 'which one do we eat with?'.</p>                                                                                                                                                                                                                                                                                                     |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ES & PS Speaking            |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                            |
| 2-3 yrs                     | Speech sounds                                                                                                                                                                                                                                                                                                                                                                                    | Sentences                                                                                                                                                                                                                                                                                                      | Verbal grammar                                                                                                                                                                                                                                                                                 | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Knowledge and Skills</b> | <p>Make themselves understood and become frustrated when they can't.</p> <p>Say the sounds p, b, t, d, m, n and w in words when they are talking.</p> <p>Say the sounds p, b, t, d, m, n, w, k and g in words when they are talking.</p> <p>May still make mistakes with how they say words, and might have difficulty saying more complicated sounds like l, r, w, y, f, th, sh, ch, dz, j.</p> | <p>Understands simple sentences.</p> <p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.</p> <p>Put 2 - 3 words together to make short sentences.</p> <p>Put 4-5 words together to make short sentences.</p> <p>Still talks to self in long monologues.</p> | <p>Beginning to talk about people and things that are not present.</p> <p>Talks about present events.</p> <p>Identifies action words by following simple instructions, e.g. Show me jumping.</p> <p>Use action words such as 'run' and 'fall'.</p> <p>Regular Plurals - e.g. 1 dog, 2 dogs</p> | <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</p> <p>Selects familiar objects by name and will go and find objects when asked or identify objects from a group.</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>By 2 years vocabulary is 250-300 words</p> <p>By 3 years uses 1000 words</p> |



# Communication and Language EYFS Curriculum Map

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|                                                                         | <p>Mostly understood by familiar adults.</p> <p>May stammer or stutter (if it continues for more than a few months, seek some advice).</p> <p>Use intonation, pitch and changing volume when 'talking'.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Starts to hold a conversation, jumping from topic to topic.</p> | <p>Articles - 'a' and 'the'</p> <p>Progressive -ing - e.g. The boy is jumping.</p> <p>Pronouns- 'you, I, me, mine'</p> <p>Regular Past Tense - e.g. "I climbed"</p> <p>Possessive 's - e.g. "Daddy's car"</p> |  |
| <p><b>What Communication and Language looks like in ES &amp; PS</b></p> | <ul style="list-style-type: none"> <li>Talking about likes and dislikes during mealtimes.</li> <li>Engaging in daily and interactive story, song and rhyme times.</li> <li>Sharing their ideas with support and modelling from staff.</li> <li>Developing listening and attention skills through outdoor walks.</li> <li>Using and embedding new words in a range of contexts.</li> <li>Taking part in pretend play, where children act out roles and experiences, using different voices and dialogue.</li> <li>Staff talking with the children and showing real interest in what they have to say.</li> <li>Staff modelling high-quality language as they have frequent, quality interactions with children throughout the day.</li> <li>Staff commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, staff will build children's language effectively.</li> </ul> |                                                                    |                                                                                                                                                                                                               |  |
| <p><b>Enriching Experiences</b></p>                                     | <p>Nativity performance/ singing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Visitors for questions and answers sessions<br/>Drama Tots</p>  | <p>Educational visit<br/>Jo Jingles</p>                                                                                                                                                                       |  |
| <p><b>Vocabulary</b></p>                                                | <p><b>Listening, Attention and Understanding:</b> listen, look, hear</p> <p><b>Speaking:</b> talk, say, words, sentence, feel</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                    |                                                                                                                                                                                                               |  |



| Nursery                                                                                                   | Listening, Attention and Understanding                                                                         |                                                                      |                                                                                                                                                       |                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Key knowledge and skills taught and practised throughout the year and threaded throughout the curriculum. |                                                                                                                |                                                                      |                                                                                                                                                       |                                                                                                                               |
| 3-4 yrs                                                                                                   | Listening & attention                                                                                          | Social and emotional                                                 | Concepts                                                                                                                                              | Questions                                                                                                                     |
| Knowledge and Skills                                                                                      | Follows 3-part instructions, e.g. point to the cat, the dog and the monkey.                                    | Enjoy make-believe play and start to play cooperatively with others. | Understand and often use words for:                                                                                                                   | Understands ‘who’ questions.                                                                                                  |
|                                                                                                           | Understands longer, more complex sentences.                                                                    | Look at someone who is speaking to them.                             | <b>Position:</b> bottom; behind; first; near                                                                                                          | Asks, ‘what’, ‘why’, ‘when’ and ‘how’ questions.                                                                              |
|                                                                                                           | Listen to storybooks with pictures, answer some questions about the story and remembers much of what happened. | Begin to take turns to speak when working in a group.                | <b>Size:</b> short (length) - emerging; short (height)                                                                                                | Answer simple problem-solving questions, e.g. ‘What do you do when you’re hungry/cold?’                                       |
|                                                                                                           | Know many rhymes.                                                                                              | Use words instead of actions to argue with their friends.            | <b>Quantity:</b> 3; every; none                                                                                                                       | Start to be able to answer questions about ‘why’ something has happened, although this still might be at quite a basic level. |
|                                                                                                           | Focus attention-can still listen or do but can change their own focus of attention.                            | Start conversations with other people.                               | <b>Other:</b> hard; slow; light (weight); many colours, time (tomorrow)                                                                               |                                                                                                                               |
|                                                                                                           | Start to like simple jokes even if they don’t understand them.                                                 |                                                                      |                                                                                                                                                       |                                                                                                                               |
| Nursery                                                                                                   | Speaking                                                                                                       |                                                                      |                                                                                                                                                       |                                                                                                                               |
| 3-4 yrs                                                                                                   | Speech sounds                                                                                                  | Sentences                                                            | Verbal grammar                                                                                                                                        | Vocabulary                                                                                                                    |
| Knowledge and Skills                                                                                      | Say the sounds p, b, t, d, m, n, w, k, g, s, f, l and y in words when they are talking.                        | Minimum of 3-4 words (usually 4 – 6 words)                           | Begin to talk about past events.                                                                                                                      | By 4 years uses nearly 1500 words.                                                                                            |
|                                                                                                           | May still have difficulty using more complicated sounds like sh, ch, th and r.                                 | Tells you what they are doing.                                       | <b>Auxiliary 'is'</b> - e.g. The girl <b>is</b> skipping<br><br><b>Pronouns 'he/she'</b> - e.g. “ <b>He</b> is running” or “ <b>She</b> is drinking”. | Use talk in play to practice new vocabulary.                                                                                  |



|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |                          |
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|                                                                     | <p>Talk quite smoothly (don't repeat the first sound in words or get stuck trying to get a word out).</p> <p>Mostly understand by unfamiliar adults.</p> <p>Use intonation, rhythm and phrasing to make meaning clear to others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Tells you the function or use of an object.</p> <p>Tell a short story about something they have seen or experienced. For example, 'Two boys played with the ball. It went over the fence.'</p> <p>Recite songs and rhymes by heart.</p> | <p><b>Connector 'and'</b> - e.g. "I want a banana <b>and</b> an apple"</p> <p><b>3<sup>rd</sup> Person Singular</b> - e.g. "He wants the ball."</p> <p><b>Contracted Negative</b> - e.g. isn't, doesn't, haven't, shouldn't</p> <p><b>Contracted Copula</b> - e.g. He's happy</p> <p><b>Past Participle</b> - e.g. It's broken</p> |                          |
| <p><b>What Communication and Language looks like in Nursery</b></p> | <ul style="list-style-type: none"><li>• Interacting with peers and adults both indoors and outside.</li><li>• Talking about experiences at home or something they are interested in.</li><li>• Using photographs as prompts for talk.</li><li>• Practising turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</li><li>• Singing nursery rhymes and repetitive songs.</li><li>• Visiting the 'Talking tent' with a friend to practise back and forth conversations.</li><li>• Talking on the phone in the role play or making pretend phones with string and tubes.</li><li>• Developing an awareness of the volume of their voice through copying adults to speak at different levels.</li><li>• Listening to and playing music to help develop attention and listening skills.</li><li>• Engaging with water play, sand play, playdough and other sensory material, talking about how things feel.</li><li>• Using objects, visual cues, gesture, actions, body language, and signing to support communication.</li></ul> |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |                          |
| <p><b>Enriching Experiences</b></p>                                 | <p>Talking Tent</p> <p>Nativity performance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Visitors for questions and answers sessions</p>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                    | <p>Educational visit</p> |
| <p><b>Vocabulary</b></p>                                            | <p><b>Listening, Attention and Understanding:</b> careful listening, hear, look, think, know</p> <p><b>Speaking:</b> speak, talk about, ideas, feelings, words, answer, questions, actions, sentence</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |                          |



| Reception                                                                                                 | Listening, Attention and Understanding                                                                                 |                                                                                |                                                                                    |                                                                                         |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Key knowledge and skills taught and practised throughout the year and threaded throughout the curriculum. |                                                                                                                        |                                                                                |                                                                                    |                                                                                         |
| 4-5 yrs                                                                                                   | Listening & attention                                                                                                  | Social and emotional                                                           | Concepts                                                                           | Questions                                                                               |
| Knowledge and Skills                                                                                      | Understand longer instructions, for example ‘Find some crayons, sit down, and draw a picture’.                         | Use language to imagine and recreate roles and experiences in play situations. | <b>Mid-late 4 years:</b>                                                           | Understands ‘how’ questions.                                                            |
|                                                                                                           | Listen attentively in different situations.                                                                            | Introduce a storyline or narrative into their play.                            | <b>Position:</b> middle; around; away from; between; through; next to/beside; last | Ask questions to find out more and to check they understand what has been said to them. |
|                                                                                                           | Understand and answer questions about simple stories with no pictures.                                                 | Take turns to speak when working in a group.                                   | <b>Size:</b> short (length); short (height); tall; fat                             | Asks meanings of words.                                                                 |
|                                                                                                           | Two-channelled attention- can both listen and do for a short span, e.g. listens and answers while carrying on playing. | Use gestures to support meaning in play.                                       | <b>Quantity:</b> 4; most; few                                                      | Explain why things happen.                                                              |
|                                                                                                           |                                                                                                                        | Follows the meaning of others' conversations.                                  | <b>Late 4-5 years:</b>                                                             |                                                                                         |
|                                                                                                           |                                                                                                                        | Take turns in longer conversations and stay on the same topic.                 | <b>Position:</b> in front; in a line; corner; middle                               |                                                                                         |
|                                                                                                           |                                                                                                                        | Aware of more complex humour, laughs at jokes.                                 | <b>Size:</b> thin                                                                  |                                                                                         |
|                                                                                                           |                                                                                                                        |                                                                                | <b>Quantity:</b> 5; pair                                                           |                                                                                         |
|                                                                                                           |                                                                                                                        |                                                                                | <b>Other:</b> same; different (size); different (function)                         |                                                                                         |
|                                                                                                           |                                                                                                                        |                                                                                |                                                                                    |                                                                                         |



| Reception                       |                                                                                                                                                                                                                                                                                                                                                      | Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                         |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4-5 yrs                         | Speech sounds                                                                                                                                                                                                                                                                                                                                        | Sentences                                                                                                                                                                                                                                                                                                                                                                                                                                     | Verbal grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Vocabulary                                                                                                                                                                              |
| Knowledge and Skills            | <p>Easily understood by adults and peers, with only a few immaturities in speech sounds, e.g. 'th', 'r' and three consonant combinations, 'scribble'.</p> <p>Speak audibly so they can be heard and understood.</p>                                                                                                                                  | <p>Minimum of 4–5-word sentences.</p> <p>Express ideas and opinions.</p> <p>Talk about things they imagine or make up, using words like 'I think...'. </p> <p>Describe events that have happened to them in detail using long and detailed sentences. For example, 'We went to the park but we came home because Joe hurt himself'.</p> <p>May still make small mistakes like saying 'sheeps' instead of sheep or 'goed' instead of went.</p> | <p>Talk about past and future events.</p> <p>Use correct tenses in talk.</p> <p><b>Pronouns 'his, hers, theirs'</b> - e.g. "It is <b>his/hers/theirs</b>. "</p> <p><b>Comparative -er and Superlative -est:</b> e.g. big, bigger, biggest.</p> <p><b>Use of 'is' vs 'are'</b> - e.g. "The monkey is eating a banana" vs "The monkeys are eating the bananas").</p> <p><b>Past Tense "to be"</b> - e.g. "I <b>was</b> running" and "They <b>were</b> running"</p> <p><b>Connector 'because'</b> -e.g. The boy was crying <b>because</b> he fell over and hurt his knee."</p> <p><b>Adverb -ly</b> - e.g. quickly, slowly, quietly.</p> <p><b>Irregular Plurals</b> - e.g. mice, men.</p> | <p>Learn new vocabulary and use it throughout the day.</p> <p>Understand colour and shape words (e.g. red, square).</p> <p>Sort objects into simple categories (e.g. animals, food)</p> |
| What Communication and Language | <ul style="list-style-type: none"> <li>Joining in with conversations about different topics at the snack table.</li> <li>Talking about their families using photo albums in the role play.</li> <li>Engaging in conversations with skilled adults for longer periods of time.</li> <li>Speaking to a partner during whole class teaching.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                         |



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| looks like in Reception                         | <ul style="list-style-type: none"><li>• Using new words they have learnt in their play.</li><li>• Repeatedly reading books that have the same words and sentences repeated in a pattern.</li><li>• Experimenting with language and interacting with others whilst engaging in role-play scenarios.</li><li>• Providing descriptive clues to help others guess objects during playing feely bag games.</li><li>• Expanding their vocabulary and critical thinking skills through outdoor walks.</li><li>• Recognising and distinguishing between various sounds in music lessons.</li><li>• Repeating new language and sentence stems through call and repeat, ‘my turn, your turn’.</li><li>• Recording their thoughts using different technology.</li><li>• Practising speaking to an unfamiliar adult when out and about.</li><li>• Speaking for an extended period of time about something they are interested in, for example, what they did at the weekend.</li></ul> |     |                                             |                                                                                                                                                                                                                                                          |                   |     |
| Enriching Experiences                           | Talking Tent<br>Nativity performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     | Visitors for questions and answers sessions |                                                                                                                                                                                                                                                          | Educational visit |     |
| Vocabulary                                      | <b>Listening, Attention and Understanding:</b> careful listening, hear, look, respond, think, understand<br><br><b>Speaking:</b> speak, discuss, ideas, thoughts, feelings, words, vocabulary, answer, questions, comments, actions, discuss, full sentences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |                                             |                                                                                                                                                                                                                                                          |                   |     |
| Assessment                                      | <ul style="list-style-type: none"><li>• practitioner's knowledge of the child</li><li>• child's view of his or her own learning</li><li>• information from a range of contributors (teaching assistants, parents/carers and other significant adults)</li><li>• any material or representations from the child</li><li>• assessment scores and/or information</li><li>• a collection of anecdotal and significant moments observations.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |     |                                             |                                                                                                                                                                                                                                                          |                   |     |
| Common Assessment Tasks                         | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | CA1 |                                             | CA2                                                                                                                                                                                                                                                      |                   | CA3 |
| Communication and Language Early Learning Goals | ELG: Listening, Attention and Understanding<br><br>Children at the expected level of development will:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |                                             | ELG: Speaking<br><br>Children at the expected level of development will: <ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li></ul> |                   |     |



## Communication and Language EYFS Curriculum Map

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|  | <ul style="list-style-type: none"><li>• 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.</li><li>• Make comments about what they have heard and ask questions to clarify their understanding.</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li></ul> | <ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• 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.</li></ul> |
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## **Sources**

Department for Education (2024) Early years foundation stage statutory framework for group and school-based providers.

Development Matters- Non-statutory curriculum guidance for the early years foundation stage.

Birth to 5 Matters- Non-statutory curriculum guidance for the early years foundation stage.

Planning for the Early Years

EEF's Early Years Evidence Store

Speech and Language UK; Ages and stages

The Oracy Framework- Speaking and Listening Skills Progression Map

Kid Sense- Occupational & Speech Therapy for Children: Stages of Language Development