

Curriculum Area Progression Summary

Area of Learning: Communication - Speaking



| Stage | Summary of key skills and knowledge to be acquired |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <ul style="list-style-type: none"> ● Makes sounds to themselves or in response to others ● Begins to take turns and mirror the emotions of others ● Communicates in a variety of ways to express needs |
| 2 | <ul style="list-style-type: none"> ● Expresses themselves through a variety of methods for a range of reasons. ● Practises and develops speech including vowel sounds ● Communication shows more intent and they begin to use gestures |
| 3 | <ul style="list-style-type: none"> ● Will point, vocalise, use gestures, hand signals or exchange objects to represent words that are familiar and make requests ● Vocalisations become more distinguishable and used to gain attention |
| 4 | <ul style="list-style-type: none"> ● Communicates for an increasing range of reasons and takes turns with a partner for an extended exchange ● Uses around 50 single words and two words together including their own name for a range of purposes (may only be clear to familiar partners). ● Tells simple 'stories' about themselves by labelling objects and people |
| 5 | <ul style="list-style-type: none"> ● Communicates for an increasing range of reasons ● Uses simple sentences ● Attempts to communicate with other children whilst playing. |
| 6 | <ul style="list-style-type: none"> ● Holds a conversation, jumping from topic to topic. ● Uses a variety of questions (e.g. what, where, who). ● Beginning to use more complex sentences to link thoughts (e.g. using and, because). |
| 7 | <ul style="list-style-type: none"> ● Can join small group discussions. ● Enjoys using language creatively to make up stories and games. ● Can share personal events and experiences in more detail ● awareness of non-verbal rules when interacting (E.g. proximity to partner, appropriate volume, use of touch and posture) in familiar settings. |
| 8 | <ul style="list-style-type: none"> ● Contributes to conversations or discussion. ● Able to deliver the key information of a message to another partner. ● Introduces a storyline or narrative into their play or drama. Can imaginatively change a familiar story. |



Curriculum Area Progression Summary

Area of Learning: Communication - Speaking

| | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">● Knows how to link statements and sticks to a main theme or intention. |
| 9 | <ul style="list-style-type: none">● Uses talk to organise, sequence and clarify ideas, feelings and events.● Starts conversations with unfamiliar partners, including in the community.● Uses a range of complex emotions● learn new words quickly – often ten a day, including curriculum vocabulary. |
| 10 | <ul style="list-style-type: none">● Changes communication appropriately depending on their partner and the situation.● Begins to evaluate work, commenting on it and explaining how it could be improved.● Uses language to negotiate ideas, thoughts and feelings with a group of peers in an unstructured situation (E.g. playground). |