Communication and Language Checkpoints - Reception

Checkpoint	Listening, Attention and Understanding	Speaking
Milestone 1	Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. Follows simple, routines instruction, e.g. Come to the carpet. Plays a simple, motivating game for a few minutes, e.g. catching a ball.	Speaks in simple sentences (4-6 words), which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?)
Milestone 2	Begins to use some active listening skills; face the speaker, body still, paying attention. Follows simple instructions well. E.g. Get a pencil, find your bag. Responds to a peers request (e.g. Can I have the ball?) and replies. Learn (and use) new words from familiar texts. Begins to answer "How" questions, e.g. How did this get broken?	Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better" Ask questions when they don't understand instructions. Uses simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories.
Milestone 3	Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately. Show attentive listening skills at input times, e.g. during Phonics, and is quick to act on instructions. Begins to link listening to learning/understanding, e.g. Can discuss why it is important to listen to instructions. Ask questions when they don't know what a word means. Can offer small explanations that demonstrate their understanding on a topic/story, e.g. He couldn't carry it because it was too heavy". Begins to answer "Why" questions, perhaps with adult support.	Speaks in whole class situations, e.g. answering questions at Story Time. Use recently-modelled language independently, across everyday contexts and all areas of learning, e.g. "This lunch is delicious" or "I need to count back to subtract". Use newly learnt vocabulary in different contexts. E.g. using the words *enormous* to describe their tower having read the Enormous Turnip. Ask questions in a variety of contexts (e.g. to better understand a character/story, to clarify instructions, to solve practical problems). Uses a range of connectives e.g. so, but, and, because to extend their sentences and to connect ideas. Uses more detail in conversation. Uses speech to organise simple activities (e.g. You go first and I'll go next), overcome problems/conflicts (Can I have that after you?) and provide little explanations (e.g. It sunk because it was too heavy)
EOY incl. ELG	ELG- 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. ELG- Make comments about what they have heard and ask questions to clarify their understanding ELG-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	ELG-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG-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

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