EYFS Vocabulary Progression

Why early language development?

Language opens doors. It unlocks the world of reading and the imagination, the excitement of writing, the capacity to explore new subjects and releases our potential to learn and grow as an individual. In schools, it underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays a huge role in a child's future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond.
Jane Harley

An Intentional Approach Vocabulary – caught or taught?

Research tells us we need to develop children's vocabulary by explaining a new word once. For some that is enough, but not for all. A "football net" analogy helps explain why. Luckier children have lots of words in their heads, all connected in a web of phonological, semantic and grammatical associations. When we explain a new word, this tight football net can catch and hold it. Other children have many fewer words in their net, not well connected to each other. Their football net has holes in it. So, when a new word is introduced, it goes straight through the holes and is forgotten. For these children a quick explanation won't do the trick. Words will need to be explicitly taught and repeatedly practised.
Jean Gross

A good vocabulary (the number of words you know and can say) is really important for all children. It is an important building block for helping children to talk in sentences (and beyond) but it's also really useful for learning to read. In fact, research tells us that it affects a child's school performance – a child's vocabulary when they are five years old can tell us how well they do at school at 11. So, helping children to develop a good vocabulary is vital. Knowing and using lots of different words is also really important when children are learning to read and write. They need words to be able to understand what they read, and to be able to make guesses when they cannot understand. They work things out using the words they know...their vocabulary. It helps them to be able to write in a more interesting way, and to explain themselves to other people

Children need to learn early verbal concepts, these are important because they underpin children's thinking. Vocabulary is needed to access key teaching points. Knowledge of vocabulary meanings affects children's abilities to understand and use words appropriately during the language acts of listening, speaking, reading, and writing. It is crucial that children have rich, implicit and explicit opportunities to learn new, and more advanced vocabulary.
Speech and Language UK

	Autumn Term	Spring Term	Summer Term
Communication and Language Concept Cat (Key concepts- Word Aware) Word Aware PRINCIPLES: 1.Identify the Concept and DON'T use opposites as this can confuse the children 2.Add signs/symbols 3.Repeat the concept word several times 4.Use multisensory experiences and relate the concept to a range of objects	• Backwards (p85) • Before (p86) • Front (p108) • Next to (p130) • Different (p98) • Same (p139) • First (p106) • Last (p115) • Behind (p87) • Between (p90) • Near (p127) • Over (p135) • All (p82) • Back (p84) • After (p81)	• A bit (p92) • Day (p97) • Empty (p101) • Heavy (p112) • Large (p114) • Less (p117) • Long (p121) • Most (p125) • Night (p131) • Short (p142) • Side (p143) • Small (p145) • Some (p148) • Tall (p150)	• Old (p133) • Quick (p136) • Soft (p147) • Hard (p111) • New (p128) • Through (p153) • Around (p83)

EYFS Vocabulary Progression

Personal, Social, Emotional Development + (PSHE)

• Rules • Routine • Behaviour • Families • Friendships • Special people	• Role • Emotions – happy, sad, worried, angry • Take turns • Body • Difference	• Family • Community • Right • Wrong • Environment	• Safe • E-Safety • Stranger	• Health • Wellbeing • Healthy eating • Toothbrush • Screen time • Sleep	• Growing • Changing • Feelings • Rules

Physical Development (Get set 4 PE – Vocabulary)

Fundamentals	Pe Introduction	Dance	Gymnastics	Ball Skill	Fundamentals (2)
• Share • Team • Listen • Space • Follow	• Safely • Travel • Run • Stop • Move	• Move • Copy • Shape • Space • Safely • Around • Travel • Forwards • Backwards • Step, • Jump	• Rock • Sideways • Tuck jump • Standing balances • Kneeling balances • Pike • Tuck • Star • Straight • straddle • Tiptoe • Log roll	• Run • Stop • Throw • Roll • Team • Kick • Catch • Aim • Pass	• Share • Team • Listen • Space • Follow

Literacy

• Book • Rhyme • Join in • Picture • Illustration • Words • Text • Follow • Repeat • Look • Story	• Beginning • Middle • End • Nonfiction • Fiction • Questions • Who • What • Where • Why • When	• Like • Dislike • Rhyme • Rhyming • Play	• Story • Order • Sequence • Retell • End • Repeat	• Sequence • Difference • Poetry • Act out • Show me.	• Vocabulary • Words • Recall • Retell • Next • After that

Maths

• Equal to • Count • Sort • Order • More than • Less than (fewer) • Compare • Pattern • How Many?	• Triangle • Circle • 2D shape • Straight • Edges • Corners • Sides • Faces • Next to • Behind • Beneath • Order • Repeat • Patterns • On top of • Over • Under • Between • Through • Into	• Square • Rectangle • 2D shape • Time • Next • Before • After • First • Today • Yesterday • Tomorrow • Morning • Afternoon • Evening • Day • More • Less • Equal to • Order	• Measure • Compare • Liquid • Amount • Wider (est) • Narrow • Length • Weight • Height • More • Less • Compare • Forwards • Backwards • Numeral digit • One more one less • Equal to • More than • Less than (fewer)	• Week • Hour • Minute • Long (est) • Short (est) • Length • Weight • Height • Count • Sort • Order • Add • Plus • Altogether • Total • Equals • Part • Whole	• 3D shape • Cube • Cuboid • Prism • Sphere • Straight • Edges • Corners • Sides • Faces • Patterns • Next • Estimate (Guess) • Number bonds • Part • Whole • Digit	• Compare • Numeral digit • One more one less • Equal to • More than • Less than (fewer) • Teen • One full • Count • Sort • Order	• Adding/Take Away • Add • Plus • Altogether • Total • Equals • Take away /minus • Number bonds • Part • Whole • Digit	• Double • Half • Twice as many • Equal • Unequal • Share • Group • Odd even

Understanding of the World (Foundation for KS1 Science)

• See • Hear • Smell • Touch • Natural • Man made • Melting • Season	• Autumn • Winter • Local woodland animal names • Hibernation • Healthy • Woodland • Forest	• Season • Winter • Freeze • Melt • Plant • Seeds • Soil • Nutrients • Water • Sunlight • Material • Hard/strong	• Soft/weak • Solid • Cloth • Magnet • Metal • Teeth • Healthy • Dentist • Toothpaste • Fossil • Mary Anning • Lifecycle	• Habitat • Lifecycle • Cocoon • Chrysalis • Caterpillar • Butterfly • Natural • Man made • Minibeast (names)	• Antarctica • Africa • Rainforest • Camouflage • Sink • Float • Material • Recycle

SOUTH VIEW C.P SCHOOL

EYFS Vocabulary Progression

Understanding of the world (Foundation for KS1 History)	• Guy Fawkes • Past • Yesterday • Last week • Then • Now	• Morning • Afternoon • Evening • Night • Days of the week	• Mary Anning • Past • Yesterday • Last week • Then • Now	• Morning • Afternoon • Evening • Night • Days of the week	• King Charles III • David Attenborough • Viking • Victorian • Stone Age • Ancient Egypt • Past • Yesterday • Last week	• Then • Now • Morning • Afternoon • Evening • Night • Days of the week
Understanding of the world (Foundation for KS1 Geography)	• Must • Road • Path • Field • Pond • Hedge • Garden • Forest	• School • Map • England • London • Season • United Kingdom • India (Pattan's Pumpkin) • Mountain • Flood	• House • Shop • Bridge • Church-Abbey • Town • Atlas • Habitat		• Europe • Africa • Jamaica • India England • United Kingdom • Hot • Cold	• Travel • World • Airport • Antarctica • Safari
Understanding of the World (Discovery R.E)	<u>Special People</u> • Family • Special • Role Model • God • Jesus • Christians • Moses • Ten commandments • Rules	<u>Christmas</u> • Giving • Present • Christmas • Celebration • Bible • Shepherds • Nativity	<u>Celebrations</u> • New Year • Chinese New Year • China • Persian New Year • Iran • Nowruz • Haji Firuz • Holi	<u>Easter</u> • Easter • Spring • Palm Sunday • Palm Cross • Hosanna • Jesus • Pray • Miracle	<u>Story Time</u> • Truth • Lie • Priest • Bilal • Muslim • Allah • Islam • Serpent • India	<u>Special Places</u> • Disciples • Home • Special • Church • Mosque • Synagogues • Kippah

Expressive Art and Design (Art/DT Kapow)	<u>Junk Modelling</u>
	• Join
	• Stick
	• Cut
	• Bend
	• Slot
	• Scissors
	• Measure
	• Materials
	• Fix
		<u>Drawing Marvellous Marks</u>
		• Artist
		• Bumpy
		• Chalk
		• Circle
		• Colours
		• Curved
		• Feeling
		• Felt tips
		• Long
		• Mark making
		• Medium
		• Observational drawing
		• Observe
		• Oil pastel
		• Paint
		  • Pattern
		  • Pencils
		  • Ridged
		  • Rough
		  • Rubbing
		  • Self-portrait
		  • Short
		  • Smooth
		  • Soft
		  • Squiggly
		  • Straight
		  • Texture
		  • Thick
		  • Thin
		  • Wavy
		  • Wax crayons
		  • Zig-zag
			<u>Textile Bookmarks</u>
			• Thread
			• Weave
			• Pattern
			• Sew
			• Sewing needle
			• Embroider
			• Design
			• Evaluate
				<u>3D Structures Boats</u>
				• Waterproof
				• Absorb
				• Prediction
				• Variable
				• Experiment
				• Investigation
				• Float
				• Sink
				• Junk
					<u>Paint my world</u>
					• Collage
					• Create
					• Cut
					• Dab
					• Flick
					• Glide
					• Glistening
					• Landscape
					• Permanent
					• Temporary
					• Rip/Tear
					• Shiny, Silky, Slimy, Slippery, Smooth, Splat, Splatter, Squelchy, Stick, Sticky, Sweep, Swirl, Swish,
						<u>Sculpture and 3D creation</u>
						• 3D art
						• Bend
						• Clay
						• Chop
						• Collage
						• Evaluate
						• Flatten,
						• Join,
						• Pinch, Plan, Poke, Pull, Push,
						• Reflect, Roll Silky, Slimy, Slippery, Smooth, Squash, Squelchy, Sticky, Stretch, Twist, Wet
						• Sculpture

Expressive Art and Design (Music Kapow)	• Dance • Tempo • Move • Diwali • Celebration • Traditional • Hanukkah • Hora • Kinnor • Harp • Flute • Jewish • Trumpet • Cymbals • Tambourine • Shofar	• Kwanzaa • Africa • Culture • Call • Response • Drum • Rhythm • Beat • Instrument • Christmas • Christian • Sleigh bells • Actions • Action songs • Voice sounds • Body percussion	• Exploring sound • Voice sounds • Loud • Quiet • High • Low • Soft • Deep • Tempo • Fast • Slow • Rhythm • Beat • Tempo • Dynamic • Pitch	• Sign language • Makaton • Deaf • Communicating • Lyrics • Verse • Heartbeat • Pulse • Piece • Composer • Whistle • Triangle • Siren • Cello • Perform • Audience	• Classical music • Pitch, • Dynamic • Musical story • Lyrics • Melody • Character • Percussion • Compose • Performance	• Musical instrument • Band • Shake • Tap • Bang • Strum • Jingle • Tempo • Dynamic • Pitch • Beat • Orchestra • Rhythm • Conductor • Wind • String • Percussion • Brass

SOUTH VIEW C.P SCHOOL

EYFS Vocabulary Progression

Education Endowment Foundation

PREPARING FOR LITERACY
Improving communication, language and literacy in the early years

1 Prioritise the development of communication and language

Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking *to* children.

Adults have a vital role to play in modelling effective language and communication.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

2 Develop children's early reading using a balanced approach

Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

3 Develop children's capability and motivation to write

Writing is physically and intellectually demanding.

Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

4 Embed opportunities to develop self-regulation

'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

5 Support parents to understand how to help their children learn

Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.

Promising strategies include:

- encouraging parents to read *to* children before they can read, then to begin reading *with* children as soon as they can; and
- running workshops showing parents *how* to read and talk about books with their children effectively.

Less promising strategies include occasional home visits or homework tasks.

6 Use high quality assessment to ensure all children make good progress

Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that

- children who are struggling receive the right type of support; and
- time is used efficiently by avoiding rehearsing skills or content that children already know well.

Use assessments to inform, not replace, professional judgement.

Monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

7 Use high quality targeted support to help struggling children

High quality targeted support can ensure that children falling behind catch up as quickly as possible.

Small-group support is more likely to be effective when:

- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- the approach is evidence-based and has been evaluated elsewhere.

In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

EYFS Vocabulary Progression

	LEVEL 1	LEVEL 11	LEVEL 111	LEVEL 1V
1. QUALITY	like	same/as too	different new very	Almost old
2. COLOUR	blue green red	black white yellow	colour orange pink purple	dark/er light/er plain striped
3. TEXTURE	hard soft	cold dry	furry rough smooth warm	
4. SOUND	noisy quiet/ly	loud/ly soft/ly		high low
5. SHAPE	dot/spot line round	circle flat square	cross triangle	corner rectangle curved shape diamond slant/slope oval straight
6. SIZE	heavy little	empty biggest fat full long small	large bigger light fattest short heaviest tall longest thin smallest	deep fatter lightest narrow heavier shortest shallow longer tallest thick smaller thinnest wide largest
7. MOVEMENT	fast slow/ly	moving quick/ly still		jerky smooth
8. QUANTITY	a bit all a lot some	another as much as any many no more	about half other both most every nearly few only	each less plenty enough much several equal none unequal fewest part whole

9. SPACE	by through
	inside under
	off
	out
	over
	to
		around/round
		              next to
		  away in front of
		behind outside
		bottom straight
		forwards top
		near
			back
			backwards low
			beside middle
			between/in between
			                 side
			far together
			front towards
				high above row
				across sideways
				against upright
				apart
				below
				facing

10. TIME	again now	after soon today	always before later yesterday	early sometimes late tomorrow never twice once
11. NUMBER	one two	three four five first	number second third last	
12. PERSONAL QUALITIES	good happy naughty sad	bad hungry nice pretty	cross frightened kind thirsty	clever excited pleased unkind

Key
X = doesn't understand
U = understands
/ = using