



Wooler First School

C&L Progress Model for Knowledge and Skills

Links to KS1 curriculum		Expectations for Reception (4 – 5yrs)		Expectations for Nursery (3 – 4 yrs) (2 – 3 yrs)		
Listening, Attention and Understanding	<p><u>Spoken Language:</u> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p>	Engages in story time, building familiarity and understanding	Listens to longer stories and is beginning to explain what is read to them, answering questions	Enjoys listening to longer stories and can remember much of what happens	Enjoys listening to longer stories and can remember some of what happens	Listens to simple stories with a picture stimulus
		Asks questions to find out more and to check they understand what has been said to them	Understands 'how' and 'why' questions and can ask and answer who, what, where and when questions		Understands 'who, what, where, when,' questions	Is beginning to understand how to answer questions
		Can hold a conversation	Can listen to their friends and teachers and respond appropriately	Can listen to their friends and teachers for short periods of time	Listens when interested in the conversation but loses focus easily	Is beginning to listen to adults and other children
		Knows many rhymes and sings a large repertoire of songs		Listens to and joins in with rhymes, poems and songs		Listens carefully to rhymes and songs
		Understands how to listen carefully and respond to what they hear appropriately	Can shift their focus between two things at a time	Can focus their attention on one thing at a time	Is beginning to focus their attention for longer periods of time	Can focus their attention for a short period of time on an activity
			Follows an instruction with two parts	Follows a simple instruction independently	Follows a simple instruction modelling	Follows a simple instruction with support and modelling

Speaking

<u>Spoken Language:</u> Participate in discussions, presentations, performances, role play, improvisations and debates	Can recite rhymes, poems and songs independently	Can recite rhymes, poems and songs in a group	Learns rhymes, poems and songs		Joins in with singing songs and rhymes with actions	
	Retells their own stories	Retells stories with some repetition	Tells longer stories		Tells short stories	Talks about familiar books
<u>Spoken Language:</u> Speak audibly and fluently with an increasing command of Standard English	Usually speaks using the correct tense including irregular tenses		Is beginning to use correct tenses for regular words			
	Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly		Is beginning to pronounce 'r, j, th, ch, sh' and multisyllabic words		Begin to use speech sounds p, b, m and w	
	Articulates their ideas and thoughts in well-formed sentences, using connectives Explains how things work and why they might happen	Is beginning to speak using sentences of 6+ words and beginning to use conjunctions like 'and', 'but' and 'so'	Uses sentences of 4-6 words		Is able to communicate using between 1-3 words	Communicates with survival language and with 1 or 2 words at a time
<u>Spoken Language:</u> Articulate and justify answers, arguments and opinions	Uses talk to help work out problems and organise thinking			Expresses a point of view and debates when they disagree	Children can articulate what they do and don't like	
<u>Spoken Language:</u> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Describes events in some detail	Has a long conversation with an adult or friend, switching from topic to topic	Has a long conversation with an adult or friend	Starts a conversation with an adult or friend and continues it	Starts a conversation with an adult or friend	Responds to friends or adults
<u>Spoken Language:</u> Use relevant strategies to build their vocabulary	Develops social phrases Uses new vocabulary in different contexts	Uses and demonstrates new vocabulary in daily conversation	Uses talk to organise themselves and their play e.g. I am the dog. You be mum.		Uses talk within their own play	Uses talk or/and gesture to communicate specific needs