Springdale Primary School

C&L progress model for knowledge and skills

	Links to ks1 curriculum	Minimum expectations for reception			Minimum expectations for nursery		
Listening, attention and understanding	<u>Spoken Language:</u> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge	**Engages in story time, building familiarity and understanding**	Listens to longer stories and is beginning to explain what is read to them, answering questions (See Literacy PM)		**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	Can answer a wide variety of questions independently	**Understands 'how' and 'why' questions**	**Understands 'who, what, where, when,' questions**		Is beginning to understand how to answer questions
		Learns new vocabulary **Understands how to listen carefully and why listening is important**	Can listen to their friends and teachers for prolonged periods of time	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
			Listens carefully to rhymes and songs		Listens to rhymes and songs		
			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
			Follows an instruction with more than two parts	**Follows an instruction with two parts**	Follows a simple instruction		Follows a simple instruction with support and modelling

speaking	Spoken Language: 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**	**Sings a large repertoire of songs**	Can sing a selection of songs	Joins in with singing nursery rhymes
		Retells their own stories	**Retells stories with some repetition**	**Tells longer stories**		Tells short stories	Talks about familiar books
	Spoken Language: Speak audibly and fluently with an increasing command of Standard English	Usually speaks using the correct tense		**Has issues with some irregular tenses and plurals**			
		Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly		**Not yet able to say 'r, j, th, ch, sh' and multisyllabic words**		Struggles to say 'qu, f, g, t, w, k' as initial/medial sounds	
		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
	Spoken Language: 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	
	Spoken Language: 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
	Spoken Language: 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** **Uses a wider range of vocabulary**		Uses talk within their own play	Uses talk to communicate specific needs