



Netherbrook Primary School



Communication and Language Curriculum Progress Model for Knowledge and Skills

		Links to KS1 Curriculum		Minimum Expectations for Reception		Minimum Expectations for Nursery				
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 (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	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					
		Understands how to listen carefully and why listening is important	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

<p><u>Spoken Language:</u> Participate in discussions, presentations, performances, role play, improvisations and debates</p>	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	
	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	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	
	Explains how things work and why they might happen						
	<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 Uses a wider range of vocabulary		Uses talk within their own play	Uses talk to communicate specific needs	