



Communication & Language

Knowledge and Skills Progress Model

Minimum expectations for Nursery	Minimum Expectations for Reception	ELG (Expected standard by the end of Reception)
<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Listening, Attention & Understanding:</p> <ul style="list-style-type: none">• Children will listen attentively in a range of situations• Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions• Children will enjoy listening to longer stories• Children are beginning to use a wider range of vocabulary from the stories and topics so far• Children are beginning to pay attention to more than one thing at a time• Children understand 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?"• Children will understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".• Children take part in pretend play, communicating and negotiating with their friends• Children give their attention to what others say and respond appropriately, while engaged in another activity	<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Listening, Attention & Understanding:</p> <ul style="list-style-type: none">• Children understand how to listen carefully and why listening is important• Children are using new vocabulary from stories and topics taught throughout the day• Children will listen to, talk about and ask questions about stories to build familiarity and understanding• Children ask questions to find out more and to check they understand what has been said to them: "What does that mean?" "Why did they do that?"	<p>Listening, Attention & Understanding:</p> <ul style="list-style-type: none">-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.-Make comments about what they have heard and ask questions to clarify their understanding.-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

<p>Speaking:</p> <ul style="list-style-type: none"> • Children can talk about familiar books • Children can talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.) • Children can confidently talk in sentences up to 4 words. • Children can express a point of view. "I like" "I don't like..." • Children can start a conversation with an adult or a friend • Children are able to use multisyllabic words such as 'pterodactyl', 'investigation' 'terrible' or 'celebration' (some may have problems saying: - some sounds: r, j, th, ch, and sh) • Children can sing a large repertoire of nursery rhymes • Children will use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver." • Children can use longer sentences of six words or more. "I liked it when he ran away." "I am a fireman because I put out fires." 	<p>Speaking:</p> <ul style="list-style-type: none"> • Children can start a conversation with an adult or friend and continue it for many turns • Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions • Children can confidently talk in small group and class situations • Children can retell a full story (beginning, middle and end) • Children can hold a back and forth conversation with an adult and peers • Children are learning new vocabulary • Children can describe events in some detail • Children will use talk to help work out problems and organise thinking and activities • They can explain how things work and why they might happen • Children will articulate their ideas and thoughts in well-formed sentences 	<p>Speaking:</p> <ul style="list-style-type: none"> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -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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