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Farndon Primary School

C&L progress model for knowledge and skills

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|  | **Expectations for Nursery** | | | **Expectations for Reception** | | | | **ELG** | **Links to KS1** |
| **Listening, Attention and Understanding** | Enjoys short stories in one-to-one interactions | Enjoys listening to longer stories and can remember much of what happens | Understands how to listen carefully, e.g. looks at the speaker | | | Engages in story times, discussions and interactions | Makes some relevant comments during story time, discussions and interactions | **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** | **Spoken Language**  Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and knowledge  Use relevant strategies to build their vocabulary  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  Participate in discussions, presentations, performances, role play/improvisations and debates |
| Responds to short, familiar stories and one-to-one interactions | Understands ‘who, what, where and when’ questions | Understand ‘how’ and ‘why’ questions | | | Responds to interactions, including story times and class discussions, with comments about their own life and experiences | Asks questions to find out more information during conversation | **Make comments about what they have heard and ask questions to clarify their understanding** |
| Responds to friends or adults | Starts a conversation with adult or friend | Starts a conversation with an adult or friend and continues it | Has a longer conversation with an adult or friend | | Has a longer conversation with an adult or friend, switching from topic to topic | Can hold a conversation with an adult or friend, providing more detail to events | **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers** |
| **Speaking** | Uses vocabulary that is familiar and relevant to them | Begins to build new vocabulary based on their first hand experiences | Learns new vocabulary from practical experiences, adult led opportunities and some books | | Learns new vocabulary from a range of opportunities | | Uses new vocabulary in different contexts | **Participate in small groups, 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** |
| Communicates wants and needs using simple limited talk, such as ‘me need drink’ | | Uses longer sentences of four to six words | | | Is beginning to use conjunctions such as ‘and’, ‘but’ and ‘so’ | Begins to use the correct tenses |
| See PSED Skills Progression | | | | | | |
| See UTW skills progression | | | | | | |
| NB: children in Nursery may not yet be able to say the sounds – r, j, th, ch, sh, qu, f, g, t, w, k and multisyllabic words | | | | | | |