

Somerville Federation

Communication and Language progress model for knowledge & skills

	Expectations for Nursery				Expectations for Reception			ELG	Links to KS1
Listening, Attention and Understanding	Enjoys Attention Bucket sessions with support	Maintains attention and enjoys and begins to respond to short stories in one-to-one interactions	Enjoys listening to longer stories and can remembering key events and responding	Understands how to listen carefully, e.g. looks at the speaker Maintains attention for longer periods		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
	Understand lots of different single words and some two-word phrases, such as “give me” or “shoes on”?	Understanding many more words than they can say, between 200-500	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		
	Shows an interest in what other children are playing	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. Can use up to 50 words		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 particularly key vocab from story of the week.	Uses new vocabulary in different contexts	<p>Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>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</p>	discussions, presentations, performances, role play/improvisations and debates
	Uses gesture and single words to	Communicates wants and needs using simple limited talk, such as 'I need drink'		Uses longer sentences of four to	Is beginning to	Begins to use direct		
	t	Sound	50% of children	90% of children	Missing off the ends of words 'dog' is said as 'do'	Usually heard up until 2½ years		
		Common Vowels	1½ to 2 years	3 years	Sounds made at the back of the mouth (k or g) are made at the front (t or d) eg, 'cat' is said as 'tat', 'go' as 'do'	Usually heard up until 3 years		
		p b m n t d w	1½ to 2 years	3 years	A long sound (s) is said as a short sound (t) eg, 'sun' is said as 'tun'	Can be heard up until 4 years		
		k g f h y	1½ to 2 years	4 years	When two sounds are said together (eg, sp), one is missed out 'star' is said as 'tar'	Normally heard up until 4½ years		
		ng s	1½ to 3 years	5 years	Putting the sounds in the wrong order 'caterpillar' is said as 'paterkiller'	Can be heard up until 5 years (but some adults do it as well!)		
		l	3 to 4½ years	6 years				
		sh ch j z v	3½ to 4½ years	6 years				
		r	4½ to 5 years	7 years				
		Clusters (such as cl fl br tr sm st sk etc)	5 years	7 years				
		Clusters (such as str skr spl etc)	5 years	7 years +				