

## Progression in skills at Cowling

### EYFS

|  | Links to ks1 curriculum   | Minimum expectations for reception  |   |  | Minimum Expectations for nursery   |  |   |
|--|---|---|---|--|--|--|---|
| Listening, attention and understanding | <p><u>Spoken Language:</u><br/>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><br/>Participate in discussions, presentations, performances, role play,</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                       |

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|  | improvisations and debates  | Retells their own stories  | Retells stories with some repetition   | Tells longer stories   | Tells short stories  | Talks about familiar books                                    |
|  | <u>Spoken Language:</u><br>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<br><br>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                |
|  | <u>Spoken Language:</u><br>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><br>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                 |
| <u>Spoken Language:</u><br>Use relevant strategies to build their vocabulary | Develops social phrases<br>Uses new vocabulary in different contexts  | Uses and demonstrates new vocabulary in daily conversation   | Uses talk to organise themselves and their play<br><br>Uses a wider range of vocabulary                        |  | Uses talk within their own play                                | Uses talk to communicate specific needs                       |