



Communication and Language Progress Curriculum Model FS1 and FS2

	Expectations within the Foundation Stage						Skills Linked to KS1 Curriculum
	Nursery		Reception				
Listening, Attention and Understanding.	Listens to simple stories with a picture stimulus	Enjoys listening to longer stories and can remember some of what happens.	Enjoys listening to longer stories and can remember much of what happens.	Listens to longer stories and is beginning to explain what is read to them, answering questions.		Engages in story time, building familiarity and understanding.	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Is beginning to understand how to answer questions.	Understands 'who, what, where, when' questions.	Understands and responds to 'how and why' questions.		Can answer a wide variety of questions independently	Asks questions to find out more and to check they understand what has been said to them.	
	Is beginning to listen to adults and other children.	Listens when interested in the conversation but loses focus easily.		Can listen to their friends and teachers for short periods of time.	Can listen to their friends and teachers for prolonged periods of time.	Learns new vocabulary every day.	Listen and respond appropriately to adults and their peers.
	Listens to rhymes and songs			Listens carefully to rhymes and songs paying attention to how they sound.		Understands how to listen carefully and why listening is important.	



	Can focus their attention for a short period of time.	Is beginning to focus their attention for longer periods of time.	Can focus their attention on one thing at a time.		Can shift their attention between things at a time.		Ask relevant questions to extend their understanding of knowledge.
	Follows a simple instruction with support and modelling	Follows a simple instruction with increasing independence.	Follows an instruction with two parts i.e. put your coat on and line up at the door.		Follows an instruction with more than two parts i.e. can you put your coat on, do up your zip and line up at the door.		
Speaking	Joins in with singing nursery rhymes.	Can sing a selection of songs.	Sings a large repertoire of songs.	Learns rhymes, poems and songs.	Can recite poems and songs in a group.	Can recite poems and songs independently.	Developing confidence to Participate in discussions, presentations, performances, role play, improvisations and debates.
	Talks about familiar books	Tells short stories	Tells longer stories		Retells stories with some repetition.	Retells their own stories.	
	Is beginning to speak more fluently but may have issues with some irregular tenses and plurals.				Usually speaks using the correct tense.		Speak audibly and fluently with an increasing command of standard English.
	Phonetical sounds in words are becoming clearer however, 'qu,f,g,t,w,k' as initial/medial	Phonetical sounds in words are becoming clearer however, multisyllabic words and the	Uses sentences of 4 to 6 words		Beginning to speak using sentences of 6+ words and beginning to use conjunctions	Articulates their ideas and thoughts in well-formed sentences, using connectives.	



	sounds may still be a struggle to say.	sounds 'r,j,th,ch,and sh' may still be a struggle to say.			like 'and, but and so'.	Use language skills to explain how things work and why they might happen.	
	Children can articulate what they do and don't like.		Expresses a point of view and debates when they disagree.	Uses talk to help work out problems and organise thinking.			Developing ability to articulate and justify answers, arguments and opinions.
	Responds to friends or adults.	Starts a conversation with a. adult or friend.	Starts a conversation with an adult or friend and continues it.	Has a long conversation with an adult or friend.	Has a long conversation with an adult or child, switching from topic to topic.	Describes events in some detail.	Is beginning to give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.
	Uses talk to communicate specific needs	Uses talk within their own play.	Uses talk to organise themselves and their play. Uses a wider range of vocabulary.		Uses and demonstrates new vocabulary in daily conversation	Develops social phases. Uses new vocabulary in different contexts.	Uses relevant strategies to build their vocabulary.