



Great Orton Primary School

CAL progress model for knowledge and skills

Minimum expectation for Nursery			Minimum expectation for Reception			ELG	Links to KS1	
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 (See Literacy PM)	Engages in story time, building familiarity and understanding	ELG- Listening, Attention and Understanding • 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.	Spoken Language: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge
Is beginning to understand how to answer questions	Understands 'who, what, where, when,' questions	Understands '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 Understands how to listen carefully and why listening is important		
Listens to rhymes and songs			Listens carefully to rhymes and songs					

					and why they might happen	making use of conjunctions, with modelling and support from their teacher.	explanations and narratives for different purposes, including for expressing feelings Spoken Language: Use relevant strategies to build their vocabulary
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				
Responds to friends or adults	Starts a conversation with an 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 friend, switching from topic to topic	Describes events in some detail		
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 phrases Uses new vocabulary in different contexts		