

Great Orton Primary School

CAL progress model for knowledge and skills

Minimum expectation for Nursery			Mir	nimum expectation	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		o longer stories and is begin what is read to them, answ questions (See Literacy PM)	_	Engages in story time, building familiarity and understanding	ELG- Listening, Attention and Understanding • Listen attentively and	Spoken Language: Maintain attention and participate actively in collaborative
Is beginning to understand how to answer questions	to Understands nderstand 'who, what, Understands 'how to where, when,' question		•	Can answer a wide variety of questions independently	out mo	uestions to find re and to check nderstand what en said to them	respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and	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
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 frien teachers for prolonged pe time		Learns new vocabulary Understands how to listen carefully and why listening is important	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.	
Listens to rhymes and songs			Listens	s carefully to rhymes and s	ongs			understanding and knowledge

Can focus their attention for a short period of time Follows a simple instruction with support and modelling		Is beginning to focus their attention for longer periods of time Follows a simple instruction		Can focus their attention on one thing at a time Follows an instruction with two parts		at a	eir cus veen hings time ws an uction more two			Spoken Language: Participate in discussions, presentations, performances, role play, improvisations and debates
Joins in with singing nursery rhymes Talks about familiar books	Can sing a selection of songs Tells short stories	Sings a large repertoire of songs Tells long	Learns rhym poems and songs er stories	I	Can recite rhy poems and son a group Retells stories some repeti	ngs in	poe in	recite rhymes, ems and songs dependently rells their own stories	ELG- Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Spoken Language: Speak audibly and fluently with an increasing command of Standard English
Has issues with some irregular tenses and plurals					Usually speaks us			ing the correct	 Offer explanations for why things might happen, making use of recently introduced 	Spoken Language:
Communicates with survival language and with 1 or 2 words at a time	vival Is able to communicate Uses sentences of 4-6 or 2 using between tall 1-3 words			ser begi	Is beginning to speak using sentences of 6+ words and beginning to use conjunctions like 'and', 'but' and 'so'			Articulates their ideas and thoughts in well-formed sentences, using connectives Explains how things work	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	Articulate and justify answers, arguments and opinions Spoken Language: Give well- structured descriptions,

	rticulate what d don't like	Expresses a point of view and debates when they disagree	Uses talk to hel	lp wor	rk out problems and org	and why they might happen anise thinking	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
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		build their vocabulary
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			ses and demonstrates ew vocabulary in daily conversation	Develops social phrases Uses new vocabulary in different contexts		