

Stage 1-6

Knowledge, skills and understanding progression map

Communication

	Stage 1	Stage 2	Stage 3/4	Stage 5/6
Speaking and Expressive Language	<p>Is able to ask relevant questions to extend their knowledge and understanding.</p> <p>Uses relevant strategies to build their vocabulary.</p> <p>Expresses both answers and opinions verbally.</p> <p>Provides descriptions, expresses feelings, explains simple things, is able to tell a simple narrative.</p> <p>Uses spoken language to explore ideas, to imagine, to guess, or to predict.</p> <p>Is growing in confidence to speak audibly and fluently and is beginning to use standard english.</p> <p>Joins in discussions, presentations and performance and engages in role play.</p> <p>Is able to gain the interest of the listener.</p>	<p>Is able to ask relevant questions to extend their knowledge and understanding.</p> <p>Uses relevant strategies to build their vocabulary.</p> <p>Expresses both answers and opinions verbally and begins to justify their response simply. While being able to understand different points of view.</p> <p>Provides appropriate descriptions; communicates feelings appropriately; provides a simple explanation; and is able to give a narrative for different purposes.</p> <p>Uses spoken language to develop understanding through exploring ideas, imagining, making guess and predictions.</p> <p>Is growing in confidence to speak audibly and fluently and is beginning to use standard english.</p> <p>Joins in discussions, presentations and performance and engages in role play and begins to be able</p>	<p>Is able to ask relevant questions to extend their knowledge and understanding.</p> <p>Uses relevant strategies to build their vocabulary.</p> <p>Articulates answers and opinions, beginning to be able to justify their response; understands that arguments depend upon a point of view.</p> <p>Gives structured and appropriate descriptions, explanations and narratives for different purposes and is able to express feelings appropriately.</p> <p>Uses spoken language to develop understanding through speculating, imagining and exploring ideas; begins to pose a hypothesis.</p> <p>Speaks audibly and fluently, with an increasing command of standard english.</p> <p>Participates in discussions, presentations and performance and further develops skills</p>	<p>Is able to ask relevant questions to extend their knowledge and understanding.</p> <p>Uses relevant strategies to build their vocabulary of increasing breadth and depth.</p> <p>Articulates and justifies arguments and opinions with increasing confidence.</p> <p>Gives well structured descriptions, explanations and narratives for different purposes; expressing feelings appropriately.</p> <p>Uses spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speaks audibly and fluently, with an increasing command of standard english.</p> <p>Participates in discussions, presentations and performance and further develops skills in role play and improvisation; participates in debates.</p>

		<p>to improvise.</p> <p>Is able to gain the interest of the listener and sometimes is able to monitor the listeners response.</p>	<p>in role play and improvisation; is beginning to understand the process of debate.</p> <p>Gains the interest of the listener, growing the ability to monitor the listeners response and can make adjustments based on these.</p> <p>Is aware that people use different types of speech in different circumstances and is able to adjust their register and use appropriately.</p>	<p>Gains the interest of the listener, growing the ability to monitor the listeners response and can make adjustments based on these.</p> <p>Is more confident in selecting the appropriate register for effective communication.</p>
<p>Listening and Receptive Communication</p>	<p>Listens and responds to both adults and peers.</p> <p>Maintains attention for short periods of time by joining in conversations; asks and answers a range of questions.</p> <p>Begins to know that different people have different ideas and is able to listen to these and make contributions.</p> <p>Begins to understand that people use different kinds of speech in different circumstances and situations.</p>	<p>Listens and responds to both adults and peers.</p> <p>Maintains attention for short periods of time by joining in conversations; asks and answers a range of questions and initiates some of their own.</p> <p>Begins to know that different people have different ideas and is able to listen to these and make contributions.</p> <p>Begins to understand that people use different kinds of speech in different circumstances and situations.</p>	<p>Listens and responds to both adults and peers appropriately.</p> <p>Maintains attention for longer periods of time, being able to participate appropriately and actively in group conversations, maintains on the relevant topic during collaborative talk; responds to others and raises own questions amongst the group.</p> <p>Considers different points of view and is able to listen to these and build on the contribution of others.</p>	<p>Listens and responds to both adults and peers appropriately.</p> <p>Maintains attention, being able to participate actively in collaborative conversations, staying on topic; initiates and responds to the comments of others and raises own questions amongst the group.</p> <p>Considers and evaluates different points of view and is able to listen to these and build on the contribution of others.</p>

M1-M9

Knowledge, skills and understanding progression map

Communication

	M1-M3 (Engagement Model)	M4	M5	M6	M7	M8	M9
Speaking and Expressive Language	Engagement Model Descriptors	<p>Reaches or looks towards object or activity they want.</p> <p>Uses gesture/sign to ask for more.</p> <p>Points to object or activity they want.</p> <p>Shakes head for 'no'</p> <p>Nods head for 'yes'</p> <p>Answers yes or no questions with gestures, words or symbols.</p> <p>Communicates some emotions e.g. pleasure, upset about a task or activity.</p>	<p>Uses single word/sign meaningfully to label object or person.</p> <p>Uses representational sounds for vehicles e.g.'brm'</p> <p>Uses representational sounds for animals e.g.'moo'</p> <p>Uses 5 different words.</p> <p>Vocalises conversationally, using a wide range or pitch and tone, although content may not be understood..</p> <p>Uses 10 single words.</p> <p>Names familiar objects on request</p> <p>Asks for 'more' to repeat a game or action.</p> <p>Indicates a game or action has finished through sign or single word..</p> <p>Combines use of words and gestures or use of visuals to make wants known.</p> <p>Uses phrase as a single word e.g. 'oh dear', 'oh</p>	<p>Uses 50 single words</p> <p>Says 'please' and 'thank you' when reminded</p> <p>Names actions</p> <p>Answers questions 'What's (name) doing?' for everyday activities.</p> <p>Uses some simple adjectives e.g. hot, dirty, sticky.</p> <p>Says how they are feeling using 'love', 'happy', 'sad', 'cross' etc.</p> <p>Uses word / sign for toilet.</p> <p>Combines noun and noun in 2 word string e.g. 'ball chair', 'car garage', 'cat bed', 'teddy box'</p> <p>Combines verb and object in 2 word string e.g. 'drink tea', 'cook dinner', 'drive car', 'wash baby'</p> <p>Combines 2 words to express possession e.g. 'daddy car', 'mummy hat', 'dog ball', 'baby shoe'</p> <p>Combines noun and</p>	<p>Combines noun, verb, adjective in 3 word string e.g. 'nanny walk slow', 'girl run fast', 'boy stand still', 'dog bark loud'.</p> <p>Carries on a simple conversation with 3-4 exchanges.</p> <p>Says please and thank you without reminder 50% of the time</p> <p>Uses four word strings</p> <p>Talks about what they are currently doing</p> <p>Tells full name when asked.</p> <p>Uses adjectives relating to size in familiar situations</p> <p>Talks about recent experiences and everyday events</p> <p>Tells how everyday objects are used</p> <p>Uses speech to describe uses of props in pretend play sequence e.g. box is a car - 'this is my car', placing chairs to represent bus.</p>	<p>Talks about a topic they are interested in and asks and answers appropriate questions.</p> <p>Uses compound sentences 'I hit the ball and it went in the road'.</p> <p>Talks about several events in order of occurrence.</p> <p>Uses 'when?' questions.</p> <p>Uses 'how?' questions.</p> <p>Uses four key words, signs or symbols to communicate their own experiences.</p>	<p>Uses complex sentences e.g. 'mummy wants me to come in because...'</p> <p>Describes what they have been doing in imaginary / pretend play.</p> <p>Tells own address on request.</p> <p>Uses 'would' and 'could' in speech.</p> <p>Uses contractions 'can't', 'don't', 'won't'.</p> <p>Gives a range of rhyming words.</p> <p>Names common sounds where the source cannot be seen.</p> <p>Listens and responds to both adults and peers.</p> <p>Identifies the main theme or intention simply.</p> <p>Follows 3- 4 unrelated instructions.</p> <p>Communicates and conveys messages to others with increasing accuracy.</p>

			<p>no'</p> <p>Names 5 other family members, friends or pets.</p> <p>Vocalises during an activity with toys when an adult talks to them.</p> <p>Points to / touches visual prop for choice of song e.g. picture card/ finger puppet.</p> <p>Uses intonation for choice of song, words, not clear.</p> <p>Names 4 toys/objects.</p> <p>Requests common food items by name using visuals or signs when shown.</p> <p>Names 3 body parts.</p> <p>Uses 20 single words.</p> <p>Asks question by riding intonation at the end of the word.</p> <p>Names common objects in a variety of everyday situations e.g. park, garden, shops, home.</p> <p>Uses 30 single words.</p>	<p>verb in 2 word string e.g. 'daddy go', 'mummy eat', 'baby cry', 'dog run'</p> <p>Combines noun and adjective in 2 word string e.g. 'big ball', 'tea hot', 'dirty hand', 'little duck'</p> <p>Combines verb or noun with 'there' or 'here' in 2 word string e.g. 'chair here', 'car there', 'come here', 'stay there'</p> <p>Uses 3 word strings e.g. 'daddy go work', 'mummy drive car', 'go see nanny', 'eat ice-cream now'</p> <p>Asks questions 'what's this?', 'What's that?'</p> <p>Uses 'ing' verb endings e.g. 'eating', 'running'</p> <p>Uses regular plural forms e.g. 'book'/'books'</p> <p>Uses 'I', 'me', 'mine' rather than own name</p> <p>Uses 'no' or 'not' to express dislike or refusal</p> <p>Uses some irregular past tense forms consistently e.g. 'went', 'did', 'was'.</p> <p>Uses 'this' and 'that' in speech.</p> <p>Uses 'is' in statements e.g. 'this is ball'</p> <p>Uses possessive forms</p>	<p>Speech is understood by strangers.</p> <p>Asks questions beginning 'Where?'</p> <p>Asks questions beginning 'Who?'</p> <p>Says 'is' at the beginning of questions.</p> <p>Uses 'why?' questions and replies to adult's answer.</p> <p>Answers simple 'how?' questions.</p> <p>Uses regular past tense of verbs e.g. 'jumped', 'washed', 'walked'.</p> <p>Expresses future occurrences with 'going to', 'have to', 'want to'.</p> <p>Changes word order to ask questions 'can I?', 'does he?'</p> <p>Uses some common irregular plurals e.g. 'feet', 'men'.</p> <p>Tells two events in order or occurrence.</p> <p>Uses role play to show expression and characterisation.</p> <p>Joins in with rhymes, poems and songs.</p>		
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				<p>of nouns e.g. 'daddy's' when asked 'whose hat?'</p> <p>Uses articles 'the' and 'a' in speech e.g. 'it's a ball', 'here's the car'</p> <p>Uses some collective nouns e.g. 'boys', 'clothes', 'animals'</p> <p>Uses 'can' and 'will' e.g. 'I can do it', 'can I have it?', 'I will do it'</p> <p>Uses some prepositions, eg. in, under, on, top.</p>			
Listening and Receptive Communication		<p>Follows conversation by watching speakers.</p> <p>Looks and reaches towards object and person when asked e.g. where's your ball?</p> <p>Concentrates on an object or activity for 1-2 minutes.</p> <p>Carries out a simple direction when a request is accompanied by a gesture e.g. 'sit here', 'stand up', 'lie down'</p> <p>Shows anticipation of actions in familiar rhymes.</p> <p>Moves around the room to explore objects they can see, hear, and touch.</p> <p>Makes a choice when shown 2 items of food</p>	<p>Follows familiar language and action in context e.g. goes to door when adult holds up keys and says 'let's go'.</p> <p>Begins to join in actions and a familiar word in nursery rhymes.</p> <p>Looks for a hidden sound, e.g. a clock under a cushion.</p> <p>Looks for a source of sound from outside the room e.g. other children calling.</p> <p>Joins in with representational sounds for animals or vehicles when benign read a story.</p> <p>Looks at and touches 6 named familiar objects.</p> <p>Gives a named familiar</p>	<p>Looks out for and names familiar TV characters.</p> <p>Points to / touches 6 body parts on request</p> <p>Uses toys to explore how they make sounds</p> <p>Brings or takes object to or from another room on direction</p> <p>Completes activity or stays on task with an adult for at least 5 minutes.</p> <p>Points to / touches self when asked 'Where's (name)?'</p> <p>Follows 2 word level request involving object and person or place e.g. put teddy in the box, put the duck in the bowl.</p>	<p>Answers a question related to adult conversation e.g. 'where did nanny say we're going?'</p> <p>Tells what happens next in simple repetitive story</p> <p>Joins in with repeated phrases and actions in familiar stories e.g. Walking through the jungle / Going on a Bear Hunt.</p> <p>Follows directions and answers simple questions when playing a game with an adult.</p> <p>Names big and little objects.</p> <p>Names in, on and under.</p> <p>Points to boy and girl on request.</p>	<p>Retells a story they know well without picture cues.</p> <p>Tells whether a range of sounds are loud or quiet.</p> <p>Carries out verbal instructions to complete an activity as the activity progresses e.g. 'the flour is in the bowl', 'now you need to add the sugar and stir'.</p> <p>Recalls 4 objects seen in a picture.</p> <p>Tells what's missing when 1 object is removed from a group of 3.</p> <p>Tells colour of named objects not in view.</p> <p>Find a pair of objects / pictures on request.</p>	<p>Tells final word in opposite analogies e.g. 'the sun is hot, ice is cold'</p> <p>Names picture that does not belong in a particular category.</p> <p>Carries out a series of 3 directions e.g. 'put your drink in your bag and wait by the door', 'wash your hands, dry them and sit at the table'.</p>

		<p>or drink.</p> <p>Makes a choice when shown 2 objects e.g. toys or books.</p> <p>Looks or gestures when they hear 'no'</p> <p>Looks or gestures when they hear 'all gone'</p> <p>Follows 3 different one step directions without gestures e.g. 'come here', 'sit down', 'clap hands', 'stamp feet', 'wave'.</p>	<p>object on request.</p> <p>Moves body 'up' and 'down' when asked.</p> <p>Points to 12 named familiar objects.</p> <p>Follows simple one step requests e.g. 'throw the ball', 'push the car', 'put it in the box'.</p> <p>Says 'yes' or 'no' correctly when asked a question.</p>	<p>Carries out actions on request e.g. 'can you...jump, clap, wave, stamp, brush?'</p> <p>Follows 2 work level request involving person and body part e.g. 'where's mummy's nose?', 'where's daddy's feet?'</p> <p>Makes a choice when objects are offered verbally but not presented.</p> <p>Follows 2 word level request involving person and action e.g. 'make teddy jump' / 'make teddy drink'.</p> <p>Answers questions 'what's (name) doing?' for everyday activities.</p> <p>Answers where? questions.</p> <p>Points to 10 body parts on request.</p> <p>Uses body movements or actions for common adjectives e.g. tired, happy, cold, cross.</p> <p>Points to big and little on request</p> <p>Places objects in, on or under on request</p> <p>Uses own name when asked 'who wants?'</p> <p>Selects common object described by its use e.g. 'which one do we sit on?', 'which one do we eat?'</p>	<p>Places objects or self inside and outside.</p> <p>Places object or self behind and in front.</p> <p>Answers simple 'how?' questions.</p> <p>Answers simple 'why?' questions about events in simple story.</p> <p>Carries out a series of two unrelated commands e.g. 'close the book and give me the pencil', 'stand up and clap your hands'.</p>	<p>Finds top and bottom of items on request.</p> <p>Places objects in front, behind, next to/beside.</p>	
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				<p>Carries out a series of two related commands e.g. 'get your coat and put it on', 'get your snack and put it in your bag'.</p> <p>Answers 'who' questions with name e.g. 'who's at the door?', 'who's gone shopping?'.</p>			
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NB: The above statements may be demonstrated through means appropriate to individual students for example through the use of signs or symbols.