

	Nursery 2 year olds CLL		
	End of Autumn	End of Spring	End of Summer
Listening, Attention and Understanding	<p>To begin to show interest in rhymes and songs</p> <p>To begin to join in a group for singing – up to 5 mins</p> <p>To understand single words in context</p>	<p>To show developing interest in rhymes and songs</p> <p>To begin to sit in a group for singing – up to 5 mins</p> <p>To be able to listen to a short story 1:1/small group with an adult</p> <p>To understand simple sentences</p>	<p>To show preference for rhymes and songs</p> <p>To sit in a group for singing – up to 7 mins (with action/movement)</p> <p>To be able to listen to a short story in a group</p> <p>To understand ‘what’ in reference to pictures in books</p>
Speaking	<p>To use increasing vocabulary of single words</p> <p>To begin to put 2 words together</p>	<p>To be able to put 2 words together</p>	<p>To use 3 word phrases</p>

	Nursery F1 3-4 year olds CLL		
	End of Autumn	End of Spring	End of Summer
Listening, Attention and Understanding	<p>I can pay attention to one thing at a time</p> <p>I can concentrate for 3 minutes</p> <p>I can join in with rhymes by singing and moving (see rhyme progression)</p> <p>I can match objects to names</p> <p>I can respond to simple requests when shown first</p> <p>I can understand simple instructions “where is your”</p> <p>I can identify my friends</p>	<p>I can concentrate for up to 6 minutes</p> <p>I can identify characters and actions in books</p> <p>I can respond to two requests</p> <p>I can remember key aspects of stories and know more rhymes (see rhyme progression)</p> <p>I can identify objects according to properties</p> <p>I understand why questions and between 200-500 words</p> <p>I can remember what happens in stories and explain what might happen</p>	<p>I can listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>I can make comments about what they have heard and ask questions to clarify their understanding;</p> <p>I can hold conversation when engaged in back-and-forth exchanges with adults and peers</p>
	<p>I can listen to stories and can remember much of what happened with the help of the picture.</p> <p>I am starting to show some awareness of learning behaviours e.g. sitting on the carpet, looking at someone who is talking.</p>	<p>I understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”</p> <p>I can understand ‘who’ in a sentence</p>	<p>I know many rhymes (see rhyme progression)</p> <p>I can concentrate for up to 15 minutes, and understand the relevant learning behaviours for ‘good listening’</p> <p>I understand ‘why’ questions.</p>

Speaking	<p>I can speak in 3-4 word sentences.</p> <p>I can use language in pretend play and express imaginary events in play (move from spring)</p>	<p>I can use new words</p> <p>I can hold a conversation and link sentences</p> <p>I can express feelings</p> <p>I can ask and respond to questions</p> <p>I can use 4 word sentences and use because, and, or to link</p>	<p>I can explain what might happen</p> <p>I can use tense, intonation and rhythm</p> <p>I can use vocabulary to express imaginative events in play.</p> <p>I can build stories around toys and objects</p> <p>I can use because, or, and</p> <p>I can use past and future tenses</p> <p>I can answer why questions</p> <p>I can use 5 -6 word sentences</p>
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	Reception F2 CLL		
	End of Autumn	End of Spring	End of Summer
Listening , Attention and Understan ding	<p>I can turn to listen to my friends or my teacher.</p> <p>I can listen to and then follow an instruction.</p> <p>I can remember and join in with rhymes and stories I like. (see rhyme progression)</p> <p>I can follow instructions using prepositions.</p> <p>I can respond to a string of requests one after another (not quickly)</p> <p>I can follow a story with props and pictures.</p> <p>I can show interest in the lives of other people or events.</p> <p>I can understand how to listen carefully and why listening is important (following good listening rules).</p>	<p>I can listen to a whole story and comment on what is happening.</p> <p>I can ask questions about my favourite books.</p> <p>I can choose a book or game that might be different from my friends and tell you why.</p> <p>I can play and listen to my friends at the same time.</p> <p>I can respond quickly to a series of instructions..</p> <p>I can remember key points from a story told without props or pictures.</p> <p>Engage in non-fiction books</p>	<p>I can listen attentively and respond to what is heard with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>I can make comments about what is heard and ask questions to clarify understanding;</p> <p>I can hold conversation when engaged in back-and-forth exchanges with teachers and peers.</p> <p>Year 1 Readiness</p> <p>I can listen in a whole class group and pay attention for up to 10 mins, before completing an adult directed task</p>
Speaking	<p>I can explain in simple sentences, including ordering, stating what happened and what might happen.</p> <p>I can use tense, intonation and rhythm to enhance meaning.</p> <p>I can use vocabulary to express imaginary events in play. I can engage in imaginary role play sometimes building stories around toys and objects.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>I can use new vocabulary in real life contexts.</p>	<p>I can explore new vocabulary, sounds and intonation.</p> <p>I can play alongside other children engaged in the same type of imaginary play.</p> <p>I can use sentences that are well formed.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>	<p>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Year 1 Ready:</p> <p>To be able to apply new vocabulary across a range of learning contexts correctly.</p>

