

**Nursery to Year 1 Subject Progression**

	2-3 Years	3-4 Years	Reception	Early Learning Goal	Year 1	Key Stage 1
<b>Communication and Language</b>	<p><b>Listening, Attention and Understanding/ Speaking</b></p> <p>Children at the expected level will be able to:</p> <ul style="list-style-type: none"> <li>-I can generally focus on an activity of my own choice and may find it challenging to be directed by an adult.</li> <li>- I can engage in pretend play activities like putting the baby to sleep or driving the car to the shops.</li> </ul>	<p><b>Listening, Attention and Understanding/ Speaking</b></p> <p>Children at the expected level will be able to:</p> <ul style="list-style-type: none"> <li>-I am beginning to shift my attention from one task to another.</li> <li>-I can stop and listen when asked by an adult</li> </ul>	<p><b>Listening, Attention and Understanding/ Speaking</b></p> <p>Children at the expected level will be able to:</p>	<p><b>Listening, Attention and Understanding/ Speaking</b></p> <p>Children at the expected level will be able to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>	<p><b>Children at the expected level will be able to:</b></p> <ul style="list-style-type: none"> <li>-I can listen and respond appropriately.</li> <li>-I can ask relevant questions.</li> <li>-I can build and extend my vocabulary.</li> <li>-I can articulate and justify my answers.</li> <li>-I can give descriptions.</li> <li>-I can maintain attention during conversations.</li> <li>-I can speak using good English.</li> <li>-I can participate in discussions, plays and role play.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating,</li> </ul>
<b>Listening to Partners</b>	<p><b>Listening to partners</b></p> <ul style="list-style-type: none"> <li>-I can turn to people talking and gaze at them.</li> <li>-I can watch people's faces whilst they are talking.</li> <li>-I can listen and respond/follow to simple instructions.</li> <li>-I listen to stories.</li> </ul> <p>I can listen to simple stories, understand what</p>	<p><b>Listening to partners</b></p> <ul style="list-style-type: none"> <li>-I enjoy listening to stories.</li> <li>-I can only listen to one thing at a time.</li> <li>-I can share a book with my friend talking through the pictures or repeating language I heard when it was read to me.</li> </ul>	<p><b>Listening to partners</b></p> <ul style="list-style-type: none"> <li>-I am now listening to carefully.</li> <li>-I will follow instructions.</li> <li>-I know why listening carefully is important e.g. safety, following instructions.</li> <li>-I can listen to stories with interest.</li> <li>-I can listen to rhymes, poems and songs carefully.</li> </ul>	<p><b>Listening to partners</b></p> <ul style="list-style-type: none"> <li>-I can listen attentively during discussions as a class, with peers and with my teacher.</li> </ul>		

	<p>is happening and can use pictures for assistance.</p> <ul style="list-style-type: none"> <li>-I can recognise and point to objects when asked about them.</li> <li>-I can listen to other people talk with interest, though I may get distracted.</li> </ul>		<ul style="list-style-type: none"> <li>-I can listen to non-fiction books.</li> <li>-I am developing new knowledge through listening to books.</li> </ul> <p>I show clear understanding of what has been said to me.</p>			<p>hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>
<p><b>Asking Questions</b></p>	<p><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>-I can understand and respond to simple questions about 'who', 'what' and 'where' although 'why' is generally more challenging for me.</li> </ul>	<p><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>-I can understand questions that involve two actions.</li> <li>-I understand 'why' questions.</li> </ul>	<p><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>-I can understand 'why' questions and respond to them appropriately.</li> <li>-I can answer questions which show good comprehension of the story.</li> </ul>	<p><b>Asking questions</b></p> <ul style="list-style-type: none"> <li>-I can ask questions about stories that have been read to me and I have read.</li> <li>-I can ask questions in discussions when 1:1, in small groups and larger class discussions.</li> </ul>		
<p><b>Having Conversations</b></p>	<p><b>Having conversations</b></p> <ul style="list-style-type: none"> <li>-I can copy facial expressions.</li> <li>-I can act on sentences e.g. 'Get your coat.'</li> <li>-I can start to develop conversation often jumping from one topic to another.</li> </ul>	<p><b>Having conversations</b></p> <ul style="list-style-type: none"> <li>-I can use a wider range of vocabulary.</li> <li>-I am learning new vocabulary e.g. through stories.</li> </ul> <p>I am beginning to initiate a conversation with an adult.</p> <ul style="list-style-type: none"> <li>-I am beginning to discuss the book of the week with an adult.</li> <li>-I will verbally tell another child if I want them to do something different.</li> <li>-I can initiate a conversation with my friend.</li> </ul>	<p><b>Having conversations</b></p> <ul style="list-style-type: none"> <li>-I can talk about a range of stories and books.</li> <li>-I can listen carefully during discussions.</li> <li>-I can use new vocabulary.</li> </ul>	<p><b>Having conversations</b></p> <ul style="list-style-type: none"> <li>-I can listen attentively and respond appropriately during conversations.</li> <li>-I can hold a conversation with my peers and teachers back and forth.</li> </ul>		
<p><b>Speaking</b></p> <p><b>Holding Discussions with Others</b></p>	<p><b>Holding discussions with others</b></p> <ul style="list-style-type: none"> <li>-I can copy adults taking turn in conversations.</li> <li>-I try to copy adult speech.</li> <li>-I can use gestures and copy gestures and words.</li> </ul>	<p><b>Holding discussions with others</b></p> <ul style="list-style-type: none"> <li>-I can express my point of view using words and actions.</li> <li>-I can start a conversation and continue it.</li> </ul>	<p><b>Holding discussions with others</b></p> <ul style="list-style-type: none"> <li>-I can use talk to resolve my problems</li> <li>-I can clearly talk to my friends in play and in learning.</li> </ul>	<p><b>Holding discussions with others</b></p> <ul style="list-style-type: none"> <li>-I can hold a conversation.</li> <li>-I can explain why things happen and use new vocabulary during these discussions.</li> </ul>		

	<ul style="list-style-type: none"> <li>-I am beginning to develop conversation.</li> <li>-I can become frustrated when I can't make myself understood.</li> </ul>					
<b>Vocabulary and Explanations</b>	<p><b>Vocabulary and explanations</b></p> <ul style="list-style-type: none"> <li>-I can copy the words adults make around me.</li> <li>- I can identify familiar objects and describe their properties, such as 'shiny apple'.</li> </ul>	<p><b>Vocabulary and explanations</b></p> <ul style="list-style-type: none"> <li>-I am learning rhymes.</li> <li>- I can sing you three different songs (or more)</li> <li>-I know 3 rhymes by heart</li> <li>-I can express my point of view.</li> <li>-I can use talk to organise my play.</li> <li>-I can talk about my favourite book</li> <li>-I can tell you a story</li> <li>-I enjoy listening to story and I can remember much of what happens</li> <li>-I have a strong ability to communicate with others and they understand what I am saying clearly.</li> <li>-I can speak in a full sentence during review.</li> <li>-I have little need for an adult to speak/model sentences for me.</li> <li>-I can discuss elements of the story with anyone.</li> </ul>	<p><b>Vocabulary and explanations</b></p> <ul style="list-style-type: none"> <li>-I can learn new vocabulary.</li> <li>-I can use new vocabulary throughout the day.</li> <li>-I can describe some events with detail.</li> <li>-I can use new vocabulary in different contexts.</li> <li>-I can use new vocabulary related to non-fiction.</li> <li>-I can use social phrases and use them correctly (good morning, good bye).</li> <li>-I can use words like 'I think its...' 'you could...' and 'it might be...'</li> <li>-I can role play the weeks story</li> <li>-I can be a character from a story</li> <li>- I can tell you the plot</li> <li>- I can tell you what happens</li> <li>- I can walk a story through using my own words to describe the part we are at.</li> </ul>	<p><b>Vocabulary and explanations</b></p> <ul style="list-style-type: none"> <li>-I can use recently introduced vocabulary in discussions.</li> <li>-I can explain why things happen.</li> </ul>		
<b>Progression of a child's speech</b>	<p><b>Progression of a child's speech</b></p> <ul style="list-style-type: none"> <li>-I am babbling.</li> <li>- I am copying adults speech.</li> <li>-I use the speech sounds p, b, m, w.</li> <li>-I am still learning to pronounce</li> <li>l,r,w,y,f,th,s,sh,ch,dz,j.</li> <li>-I am still learning to pronounce longer words</li> </ul>	<p><b>Progression of a child's speech</b></p> <ul style="list-style-type: none"> <li>-I may have problems with irregular tenses such as 'runned' or 'swimmed'.</li> <li>-I may have problems saying the sounds r,j,th,ch,sh or multisyllabic words such as hippopotamus.</li> <li>-I am using longer sentences of 4-6 words.</li> </ul>	<p><b>Progression of a child's speech</b></p> <ul style="list-style-type: none"> <li>-I can articulate my ideas and thoughts through well-articulated sentences.</li> <li>-I can use connectives in my speech.</li> <li>-I can speak clearly.</li> </ul>	<p><b>Progression of a child's speech</b></p> <ul style="list-style-type: none"> <li>-I can speak in full sentences.</li> <li>-I can speak with conjunctions and in past, present and future tense.</li> </ul>		

	such as 'banana' and 'computer'. -I can speak 25 words.	-I can use joined up sentences such as 'because', 'and', 'or'.				
--	--	--	--	--	--	--