

# Somerville Federation

## C&L progress model for knowledge and skills

	Expectations for the end of 2 year old provision	Expectations for the end of F1	Expectations for F2			Links to KS1
<b>Listening, Attention and Understanding</b>	Maintains attention for short stories and attention bucket sessions.	Can listen attentively in a range of situations. e.g. can listen to longer stories and can remember key events and can respond to questions linked to the story.	Understands how to listen carefully, e.g. looks at the speaker Maintains attention for longer periods Engages in story times, discussions and interactions	Makes some relevant comments during story time, discussions and interactions	<b>ELGs</b>  <b>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</b>  <b>Make comments about what they have heard and ask questions to clarify their understanding</b>  <b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b>	<b>Spoken Language</b>  Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and knowledge  Use relevant strategies to build their vocabulary  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  Participate in discussions, presentations, performances, role play/improvisations and debates
	Can follow instructions with three key words e.g.: "Can you wash dolly's face?" Can respond to questions and instructions.	Understands 'who, what, where' and 'why' questions	Responds to interactions, including story times and class discussions, with comments about their own life and experiences	Asks questions to find out more information during conversation		
	Can respond to friends or adults	Can start a conversation with an adult or friend & continue it	Has a longer conversation with an adult or friend, switching from topic to topic	Can hold a conversation with an adult or friend, providing more detail to events		

Speaking	Can use around 300 words? & can speak in simple sentences of up to 5 words	Can talk in clear sentences of four to six words e.g. "I want to play with cars" or "What's that thing called?"	Learns new vocabulary from a range of opportunities particularly key vocab from story of the week.	Uses new vocabulary in different contexts	<p>Participate in small groups, 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>																																						
	Can use pronouns ('me', 'him', 'she') and use some plurals & prepositions ('in', 'on', 'under') - with increasing accuracy	Can use connectives such as 'because', 'and'? e.g. "I like ice cream because it is cold". Can use past tense e.g. "I went to the shop"?	Is beginning to use an increasingly complex conjunctions such as 'and'	Begins to use the correct tenses, past, present and future																																							
	<table><tr><th>Sound</th><th>50% of children</th><th>90% of children</th></tr><tr><td>Common Vowels</td><td>1½ to 2 years</td><td>3 years</td></tr><tr><td>p b m n t d w</td><td>1½ to 2 years</td><td>3 years</td></tr><tr><td>k g f h y</td><td>1½ to 2 years</td><td>4 years</td></tr><tr><td>ng s</td><td>1½ to 3 years</td><td>5 years</td></tr><tr><td>l</td><td>3 to 4½ years</td><td>6 years</td></tr><tr><td>sh ch j z v</td><td>3½ to 4½ years</td><td>6 years</td></tr><tr><td>r</td><td>4½ to 5 years</td><td>7 years</td></tr><tr><td>Clusters (such as cl fl br tr sm st sk etc)</td><td>5 years</td><td>7 years</td></tr><tr><td>Clusters (such as str skr spl etc)</td><td>5 years</td><td>7 years +</td></tr></table> <table><tr><td>Missing off the ends of words 'dog' is said as 'do'</td><td>Usually heard up until 2½ years</td></tr><tr><td>Sounds made at the back of the mouth (k or g) are made at the front (t or d) eg, 'cat' is said as 'tat', 'go' as 'do'</td><td>Usually heard up until 3 years</td></tr><tr><td>A long sound (s) is said as a short sound (t) eg, 'sun' is said as 'fun'</td><td>Can be heard up until 4 years</td></tr><tr><td>When two sounds are said together (eg, spl), one is missed out 'star' is said as 'tar'</td><td>Normally heard up until 4½ years</td></tr><tr><td>Putting the sounds in the wrong order 'caterpillar' is said as 'paterkiller'</td><td>Can be heard up until 5 years (but some adults do it as well!!)</td></tr></table>					Sound	50% of children	90% of children	Common Vowels	1½ to 2 years	3 years	p b m n t d w	1½ to 2 years	3 years	k g f h y	1½ to 2 years	4 years	ng s	1½ to 3 years	5 years	l	3 to 4½ years	6 years	sh ch j z v	3½ to 4½ years	6 years	r	4½ to 5 years	7 years	Clusters (such as cl fl br tr sm st sk etc)	5 years	7 years	Clusters (such as str skr spl etc)	5 years	7 years +	Missing off the ends of words 'dog' is said as 'do'	Usually heard up until 2½ years	Sounds made at the back of the mouth (k or g) are made at the front (t or d) eg, 'cat' is said as 'tat', 'go' as 'do'	Usually heard up until 3 years	A long sound (s) is said as a short sound (t) eg, 'sun' is said as 'fun'	Can be heard up until 4 years	When two sounds are said together (eg, spl), one is missed out 'star' is said as 'tar'	Normally heard up until 4½ years
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