

## EYFS C&L progress model

Taught in F1, Recapped in F2-

Taught in F2-

	Key learning	Small steps of progress						Links to ks1 curriculum
Attention and Listening	Develop attention and concentration	Gives their attention to one single thing of their choosing	Gives their attention to one single thing influenced by others	Will attend to adult's choice of activity	Beginning to be able to concentrate for longer periods of time	Maintains attention, concentration and sits quietly during an appropriate activity		
	Be able to listen effectively	Listens 1:1 with interest during stories and subjects that interest them	Listens in small groups during stories or when subject interests them.	Listens to stories and discussions with increasing attention and recall.	Developed integrated attention- can listen and do at the same time			
Social skills and Play	Use social phrases	Say hello and good bye	Say 'Good morning' or 'Good afternoon'	Say 'yes please' and 'no thank you' when asked if you want something	Say please and thank you when asking for something or when given something	Say 'you're welcome' after someone says thank you	Ask friends and adults 'How are you?'	
	Be able to play alongside	Watches other children play and	Imitates small play sequences	Starting to interact	Takes turns with	Plays with and talks to other children.	Participates in make believe	Follows the rule of the game.

	other children	occasionally joins in.		more with peers.	other children		play with friends.		
Understanding	Understands vocabulary/sentences	Learns to understand new words and wider range of vocabulary	Starting to understand concepts e.g. big/little and on/under	Can understand quite complex sentences.	Able to follow a story without pictures or prompts.	Uses a range of tenses accurately			
	Understands instructions	Understands instructions containing 2 key words e.g. where's teddy's eyes?	Understands instructions with 3 key words e.g. "make dolly jump on the chair"	Understand instructions with 2 or more steps					
	Understand questions	Identifies action words by pointing e.g. Who's jumping?	Understands who, what and where questions.	Understands how and why questions.					
Expression	Uses phrases and sentences	Frequently uses 2-word combinations.	Starting to put 3 words together	Speaks using at least 3-word combinations	Starting to use simple sentences of 4 to 6 words	Uses mostly grammatically correct sentences.	Uses connectives to say longer sentences		

	Is confident at speaking	Holds a conversation jumping from topic to topic.	Can stammer due to eagerness.	Can start a conversation with an adult or friend and continue it for many turns.	Ask questions to find out more and to check they understand what has been said to them	Articulate their ideas and thoughts in well-formed sentences by connecting one idea or action to another	
Speech sounds	Pronounces speech sounds correctly	P, b, m, n and w sounds are used properly. The endings of words may be missed off.	Previous sounds plus t, d, k, g, ng (as in thing) are used properly.		Previous sounds plus f, v, s, z, l are used properly. sh, ch and j sounds are emerging. May still struggle to say 'r' and 'th' sounds and consonant clusters e.g. 'sp' 'pr' 'bl' etc.		