

CGPS Progress Model for Knowledge and Skills

Communication and Language



	Nursery				Reception	
Listening & Understanding	Listens to simple stories with a picture stimulus	Enjoys listening to longer stories and can remember some of what happens	Enjoys listening to longer stories and can remember much of what happens	Listens to longer stories and is beginning to explain what is read to them, answering questions (See Literacy PM)	Engages in story time, building familiarity and understanding	
	Is beginning to understand how to answer questions	Understands 'who, what, where, when,' questions	Understands 'how' and 'why' questions	Can answer a wide variety of questions independently	Asks questions to find out more and to check they understand what has been said to them	
	Is beginning to listen to adults and other children	Listens when interested in the conversation but loses focus easily	Can listen to their friends and teachers for short periods of time	Can listen to their friends and teachers for prolonged periods of time	Understands how to listen carefully and why listening is important	
	Listens to rhymes and songs	Listens and joins in with some actions.	Listens carefully to rhymes and songs	Listens and joins in with some words.		
	Can focus their attention for a short period of time	Is beginning to focus their attention for longer periods of time	Can focus their attention on one thing at a time	Can shift their focus between two things at a time		
	Follows a simple instruction with support and modelling	Follows a simple instruction	Follows an instruction with two parts	Follows an instruction with more than two parts		
	Learns new vocabulary					
Speaking	Joins in with singing nursery rhymes	Can sing a selection of songs	Sings a large repertoire of songs	Learns rhymes, poems and songs	Can recite rhymes, poems and songs in a group	Can recite rhymes, poems and songs independently

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	Chooses familiar books	Talks about familiar books	Tells short stories	Tells longer stories	Retells stories with some repetition	Retells their own stories
	Has issues with some irregular tenses and plurals			Usually speaks using the correct tense		
	Struggles to say 'qu, f, g, t, w, k' as initial/medial sounds		Not yet able to say 'r, j, th, ch, sh' and multisyllabic words		Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly	
	Communicates with survival language and with 1 or 2 words at a time	Is able to communicate using between 1-3 words	Uses sentences of 4-6 words	Is beginning to speak using sentences of 6+ words and beginning to use conjunctions like 'and', 'but' and 'so'	Articulates their ideas and thoughts in well-formed sentences, using connectives Explains how things work and why they might happen	
	Children can articulate what they do and don't like	Expresses a point of view and debates when they disagree	Uses talk to help work out problems and			
	Responds to friends or adults	Starts a conversation with an adult or friend	Starts a conversation with an adult or friend and continues it	Has a long conversation with an adult or friend	Has a long conversation with an adult or friend, switching from topic to topic	Describes events in some detail
	Uses talk to communicate specific needs	Uses talk within their own play	Uses talk to organise themselves and their play Uses a wider range of vocabulary	Uses and demonstrates new vocabulary in daily conversation	Develops social phrases Uses new vocabulary in different contexts	

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