

Knowledge, skills and understanding progression map

Communication

	K1-K3 (Engagement Model)	M4	M5	M6	M7	M8	M9
Speaking and Expressive Language	Engagement Model Descriptors	<p>Able to communicate through the use of signs and symbols.</p> <p>Uses some sounds and gestures to communicate with others.</p> <p>Communicates some emotions e.g. pleasure, upset about a task or activity.</p> <p>Indicates likes and dislikes using yes or no through words, signs or symbols.</p> <p>Is able to join in with rhymes and songs.</p> <p>Uses some greetings and names in group interactions.</p> <p>Begins to take part in adults led tasks with a small group of peers.</p>	<p>Begins to develop and communicate a range of vocabulary.</p> <p>Uses some simple phrases to communicate needs or preferences.</p> <p>Is able to join in with rhymes, songs and poems.</p> <p>Uses their own name and refers to themselves as 'me'.</p> <p>Is able to refer to adults by their name.</p> <p>Is beginning to ask questions.</p> <p>Begins to express simple opinions and beliefs.</p> <p>Takes part confidently in adult led tasks with a small group of peers.</p>	<p>Is able to say their full name.</p> <p>Knows enough speech to join in an adult supported group activity.</p> <p>Uses some prepositions, eg. in, under, on, top.</p> <p>Uses some pronouns, eg. my, it, she, he, me and I.</p> <p>Can ask simple questions to obtain information.</p> <p>Recognises some and can use simple expressions in a two way conversation.</p> <p>Can demonstrate clearly their likes and dislikes.</p>	<p>Uses phrases with up to three words, signs or symbols to express needs, events or stories. Eg. I want a big chocolate cake.</p> <p>Uses regular plurals correctly some of the time. Eg. Cats, dogs, apples.</p> <p>Is able to apply to knowledge of basic tenses some of the time.</p> <p>Communicates ideas about the past, present and future events or experiences in a simple phrase or statement. Eg. Friday we going cinema.</p> <p>Uses role play to show expression and characterisation.</p> <p>Sustains and maintains conversation with an adult or peer.</p> <p>Contributes in one to one or small group situations, discussions or role play.</p> <p>Uses conjunctions to link ideas, e.g. but, and, yet, because.</p>	<p>Uses four key words, signs or symbols to communicate their own experiences.</p> <p>Is able to retell a simple story.</p> <p>Uses an extensive range of vocabulary to convey meaning to the listener.</p> <p>Uses possessives, e.g. Tommy's coat.</p> <p>Takes part in role play confidently, responding to peers with relevant responses.</p> <p>Begins to use conjunctions with meaning, to link ideas. E.g. I can do it because I'm clever.</p>	<p>Names common sounds where the source cannot be seen.</p> <p>Listens and responds to both adults and peers.</p> <p>Can respond to questions other than why.</p> <p>Identifies the main theme or intention simply.</p> <p>Follows 3- 4 unrelated instructions.</p> <p>Communicates and conveys messages to others with increasing accuracy.</p> <p>Is aware that conversations can be extended.</p> <p>Expects a response from a partner or peer.</p> <p>Is aware of the volume of a speaking voice.</p>

					Joins in with rhymes, poems and songs.		
Listening and Receptive Communication		<p>Understands and is able to respond to adult requests.</p> <p>Uses eye contact to follow requests and speech.</p> <p>Recognise praise and correction in speech. Is able to listen to adults talking.</p> <p>Looks at or points to objects when names.</p> <p>Can show/communicate when they don't understand.</p>	<p>Is able to look at both adults and peers when talking.</p> <p>Recognises changes in tone of voice.</p> <p>Can find objects around the classroom.</p> <p>Recognises basic parts of the body.</p> <p>Is able to communicate with peers and express pleasure.</p> <p>Follows one step simple instructions and begins to answer questions.</p>	<p>Responds appropriately in group conversations.</p> <p>Can follow instructions with three key words, signs or symbols.</p> <p>Is able to use a verb, noun and adjective. Contributes to adult led activities.</p>	<p>Follows instructions containing four key words, signs or symbols.</p> <p>Follows instructions with two key ideas.</p> <p>Can inform both adults and peers of their full name when asked.</p> <p>Listens and responds to questions from both adults and peers when asked about events, experiences or stories.</p> <p>Uses a description to inform the content of a drawing.</p>	<p>Listens appropriately to both staff and peers.</p> <p>Listens attentively in a range of situations.</p> <p>Is able to listen to stories and anticipate the key events.</p> <p>Responds with relevant comments, questions, or action after having listened to adults, peers or stories.</p> <p>Can give attention to the speaker.</p> <p>Is able to take part in role play confidently.</p> <p>Can respond appropriately with others during role play.</p> <p>Responds appropriately to questions to answer why or how.</p>	<p>Listens and responds to both adults and peers in a range of situations.</p> <p>Listens to stories accurately, anticipating key events and responds to what they hear with relevant responses, questions or explanations.</p> <p>Listens and is able to give attention to what others are saying, and responds appropriately, while engaged in another activity,</p> <p>Follows instructions involving 3-4 ideas or actions.</p> <p>Can name common sounds when the source cannot be seen.</p>