**CLL Progression Map**

 **Lockington CE VC Primary School**  

Blue objectives are for 3 and 4 year olds, black objectives are for children in Reception.

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|  | Autumn Term | Spring Term | Summer Term |
| Listening, Attention and Understanding | Sing a large repertoire of songs.  Enjoy listening to longer stories and can remember much of what has happened.  Can find it difficult to pay attention to more than one thing at a time.  Use a wider range of vocabulary. Understand a question or instruction that has two parts and understand why questions.  Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Engage in story times by listening carefully, retaining what has been heard and recalling key points.  Listen carefully to rhymes and songs, paying attention to how they sound.  Engage in non-fiction books.  Contributes relevant comments in discussions.  Responds to a series of instructions and a range of questions.  Ask questions to find out more and to check they understand what has been said to them. | Sing a large repertoire of songs.  Pay attention to more than one thing at a time, which can be difficult.  Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Ask questions to find out more and to check they understand what has been said to them.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Learn rhymes, poems and songs.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn new vocabulary.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.  Can switch attention from one task to another.  Follows complex instructions.  Respond to discussions with comments and questions. Respond with an explanation.  Is able to listen in large group or whole school activities such as assembly, recalling some of the themes and comments at a later stage.  Engage in story times. | Sing a large repertoire of songs.  Enjoy listening to longer stories and can remember much of what happens.  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Understand how to listen carefully and why listening is important.  Engage in non-fiction books. Use new vocabulary in different contexts.  Ask questions to find out more and to check they understand what has been said to them and respond back in groups or with an adult.  Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.  Connect one idea or action to another using a range of connectives.  Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  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.  **ELG Listening Attention and Understanding**  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.  **ELG Listening Attention and Understanding**  Make comments about what they have heard and ask questions to clarify their understanding.  **ELG Listening Attention and Understanding**  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| Speaking | Develop their communication, but may continue to have problems with irregular senses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  Use new vocabulary through the day.  Articulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adults.  Connect one idea or action to another using a range of connectives.  Uses talks to communicate needs, news, feelings and ideas.  Uses plurals and some tenses correctly.  Asks questions to support their learning or understanding.  Develop social phrases. | Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.  Use longer sentences of four to six words.  Use new vocabulary through the day.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why them might happen.  Develop social phrases.  Enjoys being part of conversations and discussions and uses new vocabulary in context.  Use talk to support their imaginative play.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives. | Start a conversation with an adult or a friend and continue it for many turns.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  Develop social phrases  Make comments about what they have heard and ask questions to clarify their understanding.  Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  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.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  **ELG Speaking**  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  **ELG Speaking**  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  **ELG Speaking**  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. |