



	Minimum Expectations for nursery (Bunnies)			Minimum expectations for reception (Rabbits)			ELG	Links to ks1 curriculum
Listening, attention and 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 Progression Doc)	Engages in story time, building familiarity and understanding	<ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p><u>Spoken Language:</u> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p>	
	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			Learns new vocabulary
	Listens to rhymes and songs			Listens carefully to rhymes and songs				Understands how to listen carefully and why listening is important
	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				
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	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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><u>Spoken Language:</u> Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p><u>Spoken Language:</u> Speak audibly and fluently with an increasing command of Standard English</p> <p><u>Spoken Language:</u> Articulate and justify answers, arguments and opinions</p> <p><u>Spoken Language:</u> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p><u>Spoken Language:</u> Use relevant strategies to build their vocabulary</p>
	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'	<p>Articulates their ideas and thoughts in well-formed sentences, using connectives</p> <p>Explains how things work and why they might happen</p>		
	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 organise thinking				
	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		