

Early Years curriculum progression

CAL – Listening, Attention and Understanding	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).	Demonstrates good listening through increased interaction.	Showing an understanding of a broader vocabulary.	Initiates interactions and shows an understanding of more complex questions.	Begins to express own opinions and justify them	Early Learning Goal
CAL - Speaking	Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc	Starts to interact with more confidence.	Starts to use more appropriateness, structure and vocabulary.	Uses more complex vocabulary.	Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.	Early Learning goal
Literacy (L) - Comprehension	Shows an interest in reading often choosing a book to look at themselves or with friends.	Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.	Can answer questions about the content of a book and shows an interest in reading by themselves.	Shows a preference for a book, story type, genre, author. Chooses to read to friends. Like to join in with reading in class.	Can answer more complex questions about books and stories.	Early learning goal
Literacy (L) - Writing	Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play.	Children mark make consistently as part of their play and can talk about the meaning of their marks.	Sentence structure is starting to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.	Can compose a sentence well with some sentence structure more consistently used. Phonic awareness is more evident. Physical control is evident.	Writes recognisable letters and words and reads back what has been written.	