

**Expected skill level**

The following tables suggest skills we would usually expect children to have at school entry and at the end of the school year indicated.

<b>School Entry</b>	
<p style="text-align: center;"><u>Gross motor Skills/ Stability</u></p> <ul style="list-style-type: none"> <li>○ Stable in sitting on a small chair at a table</li> <li>○ Can walk, run and stand on tiptoe</li> <li>○ Can stand on one leg for 3-5 seconds</li> <li>○ Can hop on preferred foot</li> <li>○ Can stand/walk on heels when shown</li> <li>○ Throws ball overhand and catches with more skill</li> <li>○ Kicks ball forcibly with skill</li> </ul>	<p style="text-align: center;"><u>Bilateral Coordination</u></p> <ul style="list-style-type: none"> <li>○ Climbs ladders in the playground</li> <li>○ Can use a bat</li> <li>○ Threads medium beads</li> <li>○ Supports the paper when ‘drawing’</li> <li>○ Has developed hand preference</li> <li>○ Knows how to hold scissors and uses them to cut a piece of paper in half</li> <li>○ Use fork and spoon together</li> </ul>
<p style="text-align: center;"><u>Body Awareness</u></p> <ul style="list-style-type: none"> <li>○ Draws a person with three different body parts</li> </ul>	<p style="text-align: center;"><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>○ Builds tower of 10+ bricks</li> <li>○ Holds pencil using a static ( still ) tripod grasp on the pencil</li> <li>○ Engaging in messy play</li> </ul>
<p style="text-align: center;"><u>Activities of Daily Living</u></p> <ul style="list-style-type: none"> <li>○ Drinking from open cup,</li> <li>○ Stabbing with a fork and scoops</li> <li>○ Washes and dries hands and face.</li> <li>○ Unbuttons large buttons.</li> <li>○ Toilet trained</li> <li>○ Can get on / off the toilet unaided</li> <li>○ Puts on garments such as a t-shirt with some help,</li> <li>○ Shoes put on (possibly the wrong way round),</li> <li>○ Pulls up trousers</li> <li>○ Uses knife &amp; fork competently</li> <li>○ Child knows what he does &amp; doesn't like to eat</li> </ul>	<p style="text-align: center;"><u>Visual Perception</u></p> <ul style="list-style-type: none"> <li>○ Copies a cross ( + ), with a pencil /crayon.</li> <li>○ Places 5 rings on a post in order / 3 shapes into inset puzzle / 4 part nesting toy</li> </ul>

<p style="text-align: center;"><u>Attention and Listening</u></p> <ul style="list-style-type: none"> <li>○ The child has single channelled attention, alternating his full attention between the task and the speaker (looking and listening), but can now switch between them independently.</li> <li>○ Able to concentrate on 2 speakers.</li> <li>○ Can attend to an adult's choice of activities for increasing periods.</li> </ul>	<p style="text-align: center;"><u>Play Skills</u></p> <ul style="list-style-type: none"> <li>○ Can imagine things that are not present, e.g. play includes make believe characters.</li> <li>○ Early symbolic play, e.g. using a banana as a phone.</li> <li>○ Can hold simple pretend conversations.</li> </ul>
<p style="text-align: center;"><u>Understanding of Language</u></p> <ul style="list-style-type: none"> <li>○ Follows more complex sentences though may not understand every word.</li> <li>○ Follows 3 key words in a sentence, e.g. 'shall we <u>wash big teddy?</u>'</li> <li>○ Understands concept of size (big/little), numbers 1-5 &amp; colour.</li> <li>○ Understands simple positional language, in/on/under.</li> <li>○ Understands past tense verbs.</li> <li>○ Answers 'Why?' questions.</li> <li>○ Begins to make inferences and can predict what will happen next.</li> </ul>	<p style="text-align: center;"><u>Spoken Language</u></p> <ul style="list-style-type: none"> <li>○ Puts 3-5 words together to form simple sentences.</li> <li>○ Uses positional language, e.g. in, on, under.</li> <li>○ Uses words which represent people, e.g. I, you, me, yours, he, she.</li> <li>○ Talks about past, present and future.</li> <li>○ Asks a lot of questions, what? where? who?</li> <li>○ Still makes grammatical errors, e.g. mouses, slepted.</li> <li>○ Uses comparatives.</li> </ul>
<p style="text-align: center;"><u>Speech sounds</u></p> <ul style="list-style-type: none"> <li>○ Vowels and syllable structure established.</li> <li>○ Becoming more intelligible.</li> <li>○ May use sounds in some words but not others.</li> <li>○ 'c'/'k', 'g' may be replaced by 't', 'd' respectively.</li> <li>○ Beginning to use sounds sh, ch, j, z, v and l.</li> <li>○ 's', 'z' may be lisped.</li> <li>○ 'th will be replaced by 'f' or 'v'</li> <li>○ 'r' will be replaced by 'w'</li> <li>○ Beginning to use blends, e.g., bl, pl - otherwise reduces them to a single sound.</li> </ul>	<p style="text-align: center;"><u>Social use of language</u></p> <ul style="list-style-type: none"> <li>○ Chooses own friends</li> <li>○ Generally cooperative with playmates</li> <li>○ Enjoys playing with peers and will argue if they disagree</li> <li>○ Able to plan construction and make believe activities</li> <li>○ Initiates conversations</li> <li>○ Takes turns in longer conversations</li> <li>○ Uses language to gain information, negotiate, discuss feelings/ideas and give opinions</li> <li>○ Talk freely about their home and community</li> <li>○ Beginning to accept the needs of others with support.</li> </ul>

<b>End of Early Years / Foundation Stage</b>	
<p style="text-align: center;"><u>Gross motor Skills/ Stability</u></p> <ul style="list-style-type: none"> <li>○ Uses arms for climbing</li> <li>○ Shovels and pours with control</li> <li>○ Can carry large objects</li> <li>○ Balance on either leg for 5 seconds</li> <li>○ Jumps forwards and backwards</li> <li>○ Hops on either leg</li> <li>○ Throws a ball to hit a target</li> </ul>	<p style="text-align: center;"><u>Bilateral Coordination</u></p> <ul style="list-style-type: none"> <li>○ Starts to show preferred hand</li> <li>○ Uses one hand to steady while other manipulates</li> <li>○ Uses scissors to snip</li> <li>○ Threads large beads</li> <li>○ Skips, alternating feet</li> <li>○ Uses knife and fork competently</li> </ul>
<p style="text-align: center;"><u>Body Awareness</u></p> <ul style="list-style-type: none"> <li>○ Knows body parts</li> <li>○ Draws a person with head, legs and trunk</li> </ul>	<p style="text-align: center;"><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>○ Places small pegs in pegboard</li> <li>○ Can move things from palm of hand to fingertips</li> <li>○ Uses thumb and fingertips to grasp, turn small knobs, etc</li> </ul>
<p style="text-align: center;"><u>Activities of Daily Living</u></p> <ul style="list-style-type: none"> <li>○ Draws a circle and other shapes independently</li> <li>○ Draws house with windows and a door</li> <li>○ Can dress/undress with some assistance</li> <li>○ Uses a spoon and fork</li> </ul>	<p style="text-align: center;"><u>Visual Perception</u></p> <ul style="list-style-type: none"> <li>○ Copies square and cross</li> <li>○ Matches and names 4 primary colours</li> </ul>
<p style="text-align: center;"><u>Attention and Listening</u></p> <ul style="list-style-type: none"> <li>○ Is now two channelled, i.e. understands verbal instructions without having to interrupt their activity to look at the speaker.</li> <li>○ Concentration may still be short, but can be taught as part of a group, e.g. to follow a story or join in a discussion.</li> </ul>	<p style="text-align: center;"><u>Play Skills</u></p> <ul style="list-style-type: none"> <li>○ Organising and co-operative play with other children, e.g., sharing a toy/game and negotiating.</li> <li>○ Imaginary play includes other children e.g., pretending to be doctors and nurses.</li> <li>○ Can follow rules of a game, e.g. Snap.</li> </ul>

<p><u>Understanding of Language</u></p> <ul style="list-style-type: none"> <li>○ Follows 4 key words in a sentence, e.g. ‘put the <u>big doll behind the cupboard</u>’.</li> <li>○ Understands increasingly complex grammar and concepts, e.g. between, above; future tense; simple opposites; same/different; time (e.g. night/day).</li> <li>○ Understands 2500-3000 words.</li> <li>○ Asks meaning of new words.</li> <li>○ Can give 3 objects on request.</li> <li>○ Can identify the odd-one-out.</li> <li>○ Can understand stories.</li> <li>○ Beginning to use language to think, problem-solve and understand simple humour.</li> </ul>	<p><u>Spoken Language</u></p> <ul style="list-style-type: none"> <li>○ Talks in more detail about everything and asks endless questions, e.g. Why? When?</li> <li>○ Grammar is increasingly correct, e.g. uses he/she correctly and a range of prepositions.</li> <li>○ Names categories.</li> <li>○ Can explain meaning of simple words.</li> <li>○ Makes longer sentences using ‘and’, ‘but’ and ‘because’ to link ideas (coordination and subordination).</li> <li>○ Tells/retells familiar short stories, sequences of events and jokes.</li> <li>○ Correctly sequences 2 – 4 pictures.</li> <li>○ Uses ‘yesterday’ and ‘tomorrow’.</li> </ul>
<p><u>Speech sounds</u></p> <ul style="list-style-type: none"> <li>○ Mature use of most sounds including blends.</li> <li>○ Possible exceptions include ‘th’, ‘r’ and 3-consonant blends such as ‘spl-’.</li> <li>○ ‘s, ‘z’ may be lisped.</li> <li>○ Intelligible to strangers.</li> </ul>	<p><u>Social Use of Language</u></p> <ul style="list-style-type: none"> <li>○ More skilful at initiating, holding and ending conversations.</li> <li>○ Will take turns with 8 – 9 other children.</li> <li>○ Adapts conversation content to a variety of partners, but not yet fully aware of the listener’s needs.</li> <li>○ Contributes to adult conversation.</li> <li>○ Begins to understand indirect requests, e.g. “Dinner’s ready” could mean ‘Wash your hands’.</li> <li>○ Uses and understands a range of communicative functions, e.g.             <ul style="list-style-type: none"> <li>● To gain attention</li> <li>● Ask for help</li> <li>● Request things</li> <li>● Reject</li> <li>● Greet</li> <li>● Name/label</li> <li>● Comment</li> <li>● Express feelings</li> <li>● Plan – future events</li> <li>● Report – recent activity</li> <li>● Seek or give information</li> <li>● Give instructions</li> </ul> </li> </ul>

<b>Key Stage 1</b>	
<p style="text-align: center;"><u>Gross Motor Skills/ Stability</u></p> <ul style="list-style-type: none"> <li>○ Throws, bounce and catches a tennis ball</li> <li>○ Turns a skipping rope</li> <li>○ Performs a running kick</li> <li>○ Balances on one foot for 15 seconds</li> <li>○ Rides a bike (with or without stabilisers)</li> </ul>	<p style="text-align: center;"><u>Bilateral Coordination</u></p> <ul style="list-style-type: none"> <li>○ Threads small beads</li> <li>○ Hand dominance evident</li> <li>○ Folds paper</li> <li>○ Cuts out simple shapes with scissors</li> </ul>
<p style="text-align: center;"><u>Body Awareness</u></p> <ul style="list-style-type: none"> <li>○ Draws a person with head, trunk, legs, arms and features</li> <li>○ Use a computer mouse</li> <li>○ Uses appropriate force for grasp and play</li> <li>○ Negotiates obstacles</li> </ul>	<p style="text-align: center;"><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>○ Controls pencil to draw between 2 straight lines</li> <li>○ Can touch each finger end in turn</li> <li>○ Plays with small construction toys</li> <li>○ Holds pencil in a tripod grasp</li> </ul>
<p style="text-align: center;"><u>Activities of Daily Living</u></p> <ul style="list-style-type: none"> <li>○ Beginning to use a knife</li> <li>○ Uses toilet independently</li> </ul>	<p style="text-align: center;"><u>Visual Perception</u></p> <ul style="list-style-type: none"> <li>○ Recognises 10 colours</li> <li>○ Copies a triangle</li> <li>○ Accurately throws ball at target</li> <li>○ Completes simple interlocking jigsaw</li> </ul>
<p style="text-align: center;"><u>Attention and Listening</u></p> <ul style="list-style-type: none"> <li>○ Attention is well established and child can concentrate for longer without being reminded to do so.</li> <li>○ Listens with sustained concentration to others in the class and to an adult speaking.</li> </ul>	<p style="text-align: center;"><u>Grammar</u></p> <ul style="list-style-type: none"> <li>○ Understanding and use of more complex constructions, e.g. passives ('The book was read by the teacher'), relative clauses ('Tell the girl that is drawing a picture to come and see me') and constructions which reverse the sequence of events ('Before you line up, put all your books in a pile on my desk').</li> <li>○ Awareness of the grammatical function of prefixes/suffixes, e.g. past tense endings.</li> </ul>

<u>Meaning</u>	<u>Speech sounds</u>
<ul style="list-style-type: none"> <li>○ Understanding and use of an increasingly broad vocabulary.</li> <li>○ Less reliant on pictures and objects to learn new language and, although these still help, they <i>can</i> learn just by hearing/reading new words.</li> <li>○ Understand increasingly abstract ideas, such as feelings and descriptive words, e.g. ‘carefully’, ‘slowly’ or ‘clever’.</li> <li>○ Understanding that some words have multiple meanings, e.g. ‘orange’ = a fruit/a colour.</li> <li>○ Understand that different words can mean the same thing, e.g. ‘minus’ and ‘take away’.</li> <li>○ Follows instructions.</li> <li>○ Remembers main points.</li> <li>○ Asks relevant questions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Accurate use of all speech sounds (as appropriate to the child’s accent).</li> <li>○ Phonological awareness at the individual sound level, enabling segmentation and blending of the individual sounds in words.</li> </ul>

<u>Social Use of Language</u>
<ul style="list-style-type: none"> <li>○ Ability to adjust the form of language for a range of contexts, e.g. talking to the headteacher, other children and family members.</li> <li>○ Shows awareness of what the listener needs to know.</li> <li>○ Speaks clearly and audibly to a large group.</li> <li>○ Varies voice and intonation with purpose.</li> <li>○ Takes turns when talking.</li> <li>○ Understanding and use of idiomatic language.</li> <li>○ Using language for an increasing range of functions, e.g.             <ul style="list-style-type: none"> <li>● Initiating conversation with familiar adults and children</li> <li>● Awareness of feelings – anticipating and describing feelings that might be experienced by others in familiar, emotive situations</li> </ul> </li> <li>○ Use of questions – to gain information about the present, past and future, e.g. ‘What’s he doing?’; ‘Where’s he gone?’; ‘What happened?’; ‘What will happen if..?’</li> <li>○ Give descriptions</li> <li>○ Reasoning/Explaining, e.g. comparing/classifying, understanding cause and effect</li> <li>○ Prediction of events</li> <li>○ Drawing conclusions</li> <li>○ Imagining</li> <li>○ Argue/Debate</li> <li>○ State rules</li> <li>○ Evaluate</li> <li>○ Persuasion</li> <li>○ Negotiate</li> <li>○ Beliefs/Opinions</li> <li>○ Entertain</li> <li>○ Tease</li> </ul>

<b>Key Stage 2</b>	
<p style="text-align: center;"><u>Gross Motor Skills/ Stability</u></p> <ul style="list-style-type: none"> <li>○ Uses PE equipment well</li> <li>○ Increased refinement of complex gross motor tasks</li> </ul>	<p style="text-align: center;"><u>Bilateral Coordination</u></p> <ul style="list-style-type: none"> <li>○ Ties a knot</li> <li>○ Shuffles and deals cards</li> <li>○ Uses scissors well</li> </ul>
<p style="text-align: center;"><u>Body Awareness</u></p> <ul style="list-style-type: none"> <li>○ Plays computer games without looking at hands</li> <li>○ Consistent identifying right and left</li> <li>○ Writes right to left</li> </ul>	<p style="text-align: center;"><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>○ Opens packets</li> <li>○ Mature pencil grip</li> <li>○ Handwriting becoming fluent</li> </ul>
<p style="text-align: center;"><u>Activities of Daily Living</u></p> <ul style="list-style-type: none"> <li>○ Does up buttons, zips, etc</li> </ul>	<p style="text-align: center;"><u>Visual Perception</u></p> <ul style="list-style-type: none"> <li>○ Visual memory developed</li> <li>○ Copies diamond and triangle</li> </ul>
<p style="text-align: center;"><u>Attention and Listening</u></p> <ul style="list-style-type: none"> <li>○ Listens attentively, following up points, agreeing or disagreeing with others and making their own notes.</li> </ul>	<p style="text-align: center;"><u>Grammar</u></p> <ul style="list-style-type: none"> <li>○ Consistent use of grammar across longer sections of discourse/narrative.</li> <li>○ Understanding of how some words can change the relationship between other words in a sentence, e.g. 'John is <i>easy</i> to see' vs. 'John is <i>eager</i> to see'.</li> </ul>
<p style="text-align: center;"><u>Meaning</u></p> <ul style="list-style-type: none"> <li>○ Further expansion of vocabulary, including words for items outside the pupil's personal experience.</li> <li>○ Increasing ability to select the most appropriate word for use in a particular context.</li> </ul>	<p style="text-align: center;"><u>Speech sounds</u></p> <ul style="list-style-type: none"> <li>○ Ability to manipulate individual phonemes in words, e.g. in order to perform spoonerism tasks.</li> </ul>

Social Use of Language

- Ability to produce cohesive narrative in which different characters and events are clearly marked.
- Understanding more complex humour, e.g. sarcasm.
- Using language for an increasing range of functions, e.g.
  - Initiating conversation with unfamiliar adults and children
  - Projection of thoughts or feelings – what might be felt by self and others in a range of situations, familiar and less familiar
  - Giving a sequence of instructions
  - Explaining clearly and concisely
  - Imaginative use of language – drama, puppetry, etc.
- Extended use of questions – a set of questions to pursue a line of enquiry
- Hypothesising
- Inferring and deducing
- Reflecting on and exploring language – puns, etc.
- Presenting a sequenced oral account – in clear, concise chronological order
- Giving opinions – a reasoned opinion on a range of issues; will consider and discuss alternative opinions
- Planning and organising work in a group
- Negotiates, taking account of alternatives and consequences