Forest School Skills Progression - Language skills

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|  | **Fine Motor** |
| **Age 3 -4** | Understanding **What, Where** and **Who** questions. |
|  | Comprehending **position** concepts: on; off; in; out; up; down; under; top; open; shut; bottom; behind; first; near. |
|  | Comprehending **size** concepts: big; small/little; long; short (length) – emerging; short (height). |
|  | Comprehending **quantity** concepts: 1-3; every; none. |
|  | Comprehending concepts: stop; go/start; loud; quiet; heavy; soft; fast; hot; cold; hard; slow; light (weight); many colours. |
|  | Asking **What, Where, Why, When** & **How** questions. |
|  | Using a minimum of 3-4 words in a sentence. |
|  | Telling you what they are doing. |
|  | Telling you the function or use of an object. |
|  | Using nearly 1500 words in their vocabulary by 4 years. |
|  | Using **regular plurals** (e.g. 1 dog, 2 dogs). |
|  | Using **articles** ‘a’ and ‘the’. |
|  | Using **progressive –ing** (e.g. The boy is jump**ing**). |
|  | Using **pronouns** you, I, me, mine, he, she. |
|  | Using **regular past tense** (e.g. I climb**ed**). |
|  | Using **possessive’s** (e.g. Daddy’**s** car). |
|  | Using **auxiliary** ‘is’ (e.g. The girl **is** skipping). |
|  | Using connector **‘and’** (e.g. I want a banana **and** an apple). |
|  | Using **3rd person singular** (e.g. He want**s** the ball; The rabbit eat**s** grass). |
|  | Using **contracted negative** (e.g. isn’t, doesn’t, haven’t, shouldn’t). |
|  | Using **contracted copula** (e.g. He’**s** happy). |
|  | Using **past participle** (e.g. It’s brok**en**). |
| Age 4 - 5 | Understanding longer, more complex sentences. |
|  | Understanding questions. |
|  | Following the meaning of others’ conversations. |
|  | Understanding **What, Where, Who** and **How** questions. |
|  | Comprehending **position** concepts: bottom; behind; first; near; middle; around; away from; between; through; next to/beside; last by mid-late 4 years. |
|  | Comprehending **size** concepts: short (length); short (height); tall; fat by mid-late 4 years. |
|  | Comprehending **quantity** concepts: 4; most; few by mid-late 4 years. |
|  | Comprehending **position** concepts: in front; in a line; corner; middle by late 4-5 years. |
|  | Comprehending **size** concept thin by late 4-5 years. |
|  | Comprehending **quantity** concepts 5 and pair by late 4-5 years. |
|  | Comprehending **concepts**: same; different (size); different (function) by late 4-5 years. |
|  | Asking Why, When and How questions. |
|  | Asking the meanings of words. |
|  | Using a minimum of 4-5 words in a sentence. |
|  | Understanding colour words (e.g. red, green). |
|  | Understanding shape words (e.g. square, triangle). |
|  | Sorting objects into simple categories (e.g. animals, food). |
|  | Talking about past and future events. |
|  | Using **auxiliary** **‘is’** (e.g. The girl **is** skipping). |
|  | Using **pronouns** he; she; his; hers; theirs. |
|  | Using **connectors ‘and’** (e.g. I want a banana **and** an apple) and ‘**because**‘ (e.g. The boy was crying **because** he fell over and hurt his knee). |
|  | Using **3rd person singular** (e.g. He wants the ball; It eats grass). |
|  | Using **contracted negative** (e.g. isn’t, doesn’t, haven’t, shouldn’t). |
|  | Using **contracted copula** (e.g. He’s happy). |
|  | Using **past participle** (e.g. It’s broken). |
|  | Using **comparative –er** and **superlative -est** (e.g. big, bigg**er**, bigg**est**). |
|  | Using ‘**is**‘ vs ‘**are**‘ (e.g. The monkey **is** eating a banana vs The monkeys **are** eating the bananas). |
|  | Using **past tense** **‘to be’** (e.g. I **was** running; They **were** running). |
|  | Using **adverb** –ly (e.g. quick**ly**, slow**ly**, quiet**ly**). |
|  | Using **irregular plurals** (e.g. mice, children, men). |
|  | Comprehending **position concepts** in front; in a line; corner; middle. |
|  | Comprehending **size** concepts short (length); short (height); tall; fat thin. |
|  | Comprehending **quantity** concepts 5; most; few; pair. |
|  | Comprehending concepts: same; different (size); different (function). |
|  | Comprehending **time concepts:** yesterday; tomorrow; morning; afternoon; later. |
|  | Understanding colour words (e.g. red, green). |
|  | Understanding shape words (e.g. square, triangle). |
|  | Using How & When questions. |
|  | Using more complex sentences. |
|  | Sorting objects into categories (e.g. animals, food). |
|  | Using imaginative language in play – likes to pretend and act out stories. |
|  | Telling several attributes about an object. |
|  | Talking about past and future events. |
|  | Using **pronouns**his, hers, theirs (e.g. It is **his/hers/theirs**). |
|  | Using **comparative –er** and **superlative -est** (e.g. big, bigg**er**, bigg**est**). |
|  | Using ‘**is**‘ vs ‘**are**‘ (e.g. The monkey is eating a banana vs The monkeys are eating the bananas). |
| Age 5-6 | Using **past tense** **‘to be’** (e.g. I **was** running; They **were** running). |
|  | Using **connectors ‘and**‘ (e.g. I want a banana **and** an apple) and ‘**because**‘ (e.g. The boy was crying **because** he fell over and hurt his knee). |
|  | Using **adverb –ly** (e.g. quick**ly**, slow**ly**, quiet**ly**). |
|  | Using **irregular plurals** (e.g. mice, children, men). |
|  | Using **irregular past tense** (e.g. fell, broke, ate). |
|  | Comprehending **position** concepts left and right. |
|  | Comprehending concepts: same; different; season; time of day. |
|  | Understanding the difference between reality and fantasy. |
|  | Making predictions, justifying decisions, providing solutions & giving explanations. |
|  | Classifying objects according to more specific traits (e.g. form, colour, use or composition-what it is made of). |
|  | Giving short oral reports. |
|  | Using language at a higher level to make jokes, tease, engage in sarcasm, argue point of view, explaining complex situations, talking about movies or past events in detail. |
|  | Writing descriptive paragraphs and stories. |
| Ages 6-7 | Using appropriate grammar (e.g. presents with immaturities). |
|  | Comprehending position concepts left and right. |
|  | Comprehending concepts: same; different; season; time of day. |
|  | Understanding the difference between reality and fantasy. |
|  | Making predictions, justifying decisions, providing solutions & giving explanations. |
|  | Classifying objects according to more specific traits (e.g. form, colour, use or composition-what it is made of). |
|  | Giving short oral reports. |
|  | Using language at a higher level to make jokes, tease, engage in sarcasm, argue point of view, explaining complex situations, talking about movies or past events in detail. |
|  | Writing descriptive paragraphs and stories. |
|  | Listening for a sustained period of time (e.g. attending to a guest speaker at school). |
| Ages 7 - 8 | Asking questions to clarify information. |
|  | Problem solving. |
|  | Expressing their opinion. |
|  | Retelling both imaginary and real events. |
|  | Using appropriate grammar in their speech and written work. |