Farington Primary School

Oracy Progression and Assessment – Nursery to Reception

## Oracy EYFS Progression of skills and assessment checkpoints

### Birth-Three

Turns towards a familiar sound then locate a range of sounds with accuracy.

Listens to, distinguishes and responds to intonation and sounds of voice.

Reacts in interaction with others. Listens to familiar sounds, words or finger plays.

Responds to simple questions when in a familiar context with a special person.

Understands simple sentences.

Communicate needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.

Makes own sounds in response when talked to by familiar adults.

Practises and gradually develops speech sounds to communicate.

Uses sounds in play.

Uses single words.

Frequently imitates words and sounds.

Enjoys babbling and experiments with using sounds.

### Three- Four Years

Listen with interest to the noise adults make when they read stories.

Recognise and respond to familiar sounds.

Show interest in play with sounds, songs and rhymes.

Listen to others in one-to-one or small groups, when conversations interest them.

Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

Able to follow directions.

Identifies action words by following simple instructions.

Begins to understand more complex sentences.

Understand who, what, where in simple questions.

Develop understanding on simple concepts.

Shows understanding of prepositions.

Responds to instruction with more elements.

Begins to understand why and how questions.

Uses language to share feelings, experiences and thoughts.

Hold a conversation, jumping from topic to topic. Learns new words rapidly and uses them to communicate.

### Reception

Shows variability in listening behaviour – may move around and fiddle but still be listening or sit still but not absorbed by activity.

May indicate two-channelled attention.

Understands a range of complex sentence structures, including negatives, plurals and tense markers.

Begins to understand humour.

Able to follow a story with pictures or props.

Listens and responds to ideas expressed by others.

Understands questions.

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Uses language to imagine and recreate roles and experiences in play situations.

Links statements and sticks to a main theme or intention.

Uses talk to organise, sequence and clarify thinking ideas, feelings and events.

Introduces a storyline or narrative into their play.

**Early Learning Goal**

**Listening, Attention and Understanding (CL ELG)**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions.

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| Uses words to communicate for a range of purposes.<br><br>Creates personal words as they begin to develop language.<br>Copies familiar expressions.<br><br>Uses different types of everyday words.<br><br>Begins to put two words together.<br><br>Begins to ask simple questions.<br><br>Begins to talk about people and things that are not present.<br><br>Uses gestures, sometimes with limited talk.<br><br>Recognises and responds to many familiar sounds. | Uses longer sentences.<br><br>Begins to use word endings.<br><br>Begin to use more complex sentences.<br><br>Use language in recalling past experiences.<br><br>Retell a simple past event in correct order.<br><br>Use talk to explain what is happening and anticipate when might happen next.<br><br>Questions why things happen and give explanations.<br><br>Uses intonation, rhythm and phrasing to make the meaning clear to others.<br><br>Builds up vocabulary.<br><br>Uses talk in pretending that objects stand for something else in play. | • Make comments about what they have heard and ask questions to clarify understanding.<br>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.<br>• Follow instructions involving several ideas or actions.<br><br>**Speaking (CL ELG)**<br>Children at the expected level of development will:<br>• Participate in small group, class and one-to-one discussions.<br>• Offer explanations for why things might happen, making use of recently introduced vocabulary.<br>• Express their ideas and feelings about experiences using full sentences.<br>• Use past, present and future tenses and connectives appropriately.<br><br>**Self-Regulation (PSED ELG)**<br>Children will:<br>• Show an understanding of their own and others' feelings and adjust behaviour accordingly.<br>• Focus attention as necessary and follow instructions.<br>• Give focused attention to what the teacher says. |

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| Attention | Turns towards familiar sounds and voices.<br><br>Shows brief moments of focus during play. | Explores objects with growing concentration. | Maintains attention during short group times. | Focuses for longer during purposeful play.<br><br>Responds when attention is redirected. | Sustains attention during whole-class teaching. | Filters distractions more effectively. | Shifts attention between tasks when guided.<br><br>Show an understanding of their own and others' feelings and adjust behaviour accordingly. |

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| **Listening** | Responds to tone, rhythm, and familiar speech patterns. | Listens to simple rhymes, songs, and repeated phrases.<br><br>Pauses or looks when name is called. | Listens to longer stories with increasing recall. | Joins in with repeated refrains.<br><br>Responds to sounds in the environment. | Listens with understanding and anticipates key story events.<br>.<br>□ | Responds purposefully to peers' comments.<br><br>Demonstrates active listening behaviours. | Listen attentively and respond to what they hear with relevant questions, comments and actions. |
| **Understanding** | Recognises familiar words (names, objects, people). | Understands simple instructions supported with gestures. | Follows routine phrases ("home time", "all gone"). | Understands question words (who, what, where). | Follows two-step instructions.<br><br>Understands more complex vocabulary across play. | Understands why and how questions. | Follows multi-step instructions.<br><br>Uses context to infer meaning |
| **Receptive Language** | Processes meaning from facial expressions and intonation. | Anticipates actions in songs/routines. | Responds to early question types ("where's…?"). | Processes meaning from story context and visual cues.<br><br>Begins to understand humour. | Understands positional and descriptive language | Understands more abstract vocabulary.<br><br>Processes multi-clause sentences.<br><br>Responds to reasoning or problem-solving prompts. | Offer explanations for why things might happen, making use of recently introduced vocabulary. |
| **Speaking** | Uses babbling, sounds, early vocalisations.<br><br>Begins to say single words and short word combinations. | Uses gestures to express needs (pointing, waving, nodding). | Speaks in 4–6-word sentences.<br><br>Uses simple connectives (and, because). | Expands vocabulary through play.<br><br>Uses language to describe, imagine, recall, and narrate. | Speaks in well-formed, detailed sentences.<br><br>Uses rich topic vocabulary.<br><br>Retells stories with | Explains ideas, predictions, and feelings.<br><br>Use past, present and future tenses and connectives appropriately. | Participate in small group, class and one-to-one discussions.<br><br>Express their ideas and feelings about experiences |

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| | | | | | sequencing language. | | using full sentences. |
| **Vocabulary Development** | Begins understanding familiar everyday words.<br><br>Uses single words for naming (mummy, car, ball). | Shows rapid increase in receptive vocabulary.<br>Attempts new words heard in interactions. | Learns and uses new topic vocabulary.<br><br>Uses descriptive language (big, fast, hot).<br>. | Begins categorising words (animals, food).<br>Uses imaginative vocabulary during play. | Uses varied vocabulary linked to topics.<br><br>Chooses precise words to express ideas. | Begins using Tier 2 vocabulary (predict, compare, explain). | Understands and uses time/sequencing words. |
| **Non-Verbal Communication** | Uses pointing, reaching, showing objects to communicate.<br><br>Maintains eye contact and uses facial expressions. | Copies gestures and simple actions.<br><br>Responds to adults' non-verbal cues. | Uses gesture to support meaning.<br><br>Demonstrates listening posture and eye contact. | Adapts facial expression during role-play.<br><br>Uses body language to show understanding. | Uses gesture, expression and posture confidently when speaking.<br><br>Maintains appropriate eye contact during talk. | Uses non-verbal cues to support explanations. | Reads others' non-verbal signals to guide responses. |
| **Pragmatics** | Takes turns in vocal play.<br><br>Initiates interaction by gesture or sound. | Uses communication for needs (more, help, up).<br><br>Understands simple social routines (bye-bye). | Takes turns in short conversations.<br><br>Begins staying on topic.<br><br>Adjusts talk based on listener (quieter for babies). | Repairs communication when not understood. | Maintains extended conversations.<br><br>Builds on others' ideas ("I agree because…"). | Uses talk for reasoning, explaining and negotiating. | Adjusts tone and formality for different listeners. |
| **Articulation** | Uses early babble patterns.<br><br>Produces a variety of consonant and vowel sounds. | Attempts word approximations. | Produces most common speech sounds. | Begins self-correcting speech sounds. | Speech is clear and intelligible to all listeners. | Uses correct articulation for most sounds. | Demonstrates control over pace, volume and clarity. |

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| | | | Speech becomes clearer to familiar adults. | Speech is understandable to most adults. | Joins words clearly in short sentences. | | Self-corrects mispronunciations | |
| **Conversations** | Engages in simple back-and-forth vocalisations. | | Takes turns in sound play and shared attention moments. | Uses eye contact to communicate intent. | Takes turns in short conversations.<br><br>Begins staying on topic. | Asks simple questions.<br><br>Talks with peers during play. | Maintains topic and clarifies meaning.<br><br>Begins using discussion skills (agreeing, adding on). | Engages in extended back-and-forth exchanges.<br><br>Builds on what others say. |
| **Confidence** | Shows pleasure in communication (smiling, vocal turn-taking). | Uses familiar words spontaneously. | Initiates interactions through gestures or sounds. | | Speaks in small groups.<br><br>Shares ideas during circle time. | Uses familiar vocabulary independently.<br><br>Shows willingness to try new words. | | Speaks in front of groups with growing assurance.<br><br>Uses clear voice and eye contact.<br><br>Shares ideas independently.<br><br>Participates in drama, role-play, and performance. |

## How adults support Oracy Progression

| Birth to 3 | 3-4 Years | Reception |
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| Use simple and concise sentences.<br><br>Use clear intonation.<br><br>Model early routine vocabulary e.g. “milk finished”.<br><br>Mirror children’s sounds and add a little more. | Model correct use of sentences.<br><br>Introduce and model rich, descriptive vocabulary within play.<br><br>Expand on children’s statements.<br>Use open prompts. | Regularly model a range of rich vocabulary.<br><br>Expect and encourage the children to speak in full sentences, gently prompting when needed.<br><br>Model structured talk “first, next, finally”. |

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| Repeat new words frequently and within meaningful contexts.<br><br>Narrate actions using “I” and “you”.<br><br>Use lots of repetition.<br>Allow time for the children to process before repeating and rephrasing.<br><br>Give the children simple choices and accept non-verbal responses e.g. “banana or apple?”.<br><br>Ensure to convey warm greetings to the children.<br><br>Respond warmly using greeting rituals e.g. “good morning, I’m happy to see you”.<br><br>Ensure adults are seated at the children’s level, face-to-face, following the child’s lead in play.<br><br>Encourage lots of turn-taking games e.g. passing a ball.<br><br>Encourage lots of repetitive nursery rhymes – singing and actions.<br><br>Play peekaboo and copycat games to develop anticipation and conversation timing.<br><br>Play lots of games requiring listening to sounds.<br><br>Singing hello and goodbye songs to embed predictable language.<br><br>Read books with strong rhymes and predictable sequences. | Ensure to use and model sentence stems e.g. I will make… I like the way… I like this because…<br><br>Begin to model reasoning aloud e.g. “I’m putting the big blocks at the bottom because they feel heavy”.<br><br>Support children to talk to each other using simple prompts.<br><br>Encourage full-sentence responses through gentle scaffolding.<br><br>Model how to ask why/how questions and how to respond to them.<br><br>Model emotional vocabulary to explain feelings.<br><br>Ensure supportive greetings on the gate/door at drop off and pick up.<br><br>Circle time in the morning – encourage talk and singing.<br><br>Planned small group discussion times with props, objects and photos to stimulate language.<br><br>Encourage the children to retell familiar stories using puppets, small world or story stones.<br><br>Role-play area scenarios with a focus on retelling stories / experiences etc.<br><br>Outdoor play with running commentary e.g. “you’re balancing. Now you’re jumping!”<br><br>Encourage the children to turn to a friend to share an idea. | Wonder aloud, offer alternative viewpoints and encourage respectful disagreements.<br><br>Give children opportunities to clarify, justify and extend their ideas.<br><br>Prompt and scaffold reasoning to the children e.g. how do you know?<br><br>Encourage peer-to-peer talk.<br><br>Support the children to extend their ideas.<br><br>Encourage independent greetings.<br><br>Allocate talk partners.<br><br>Allow opportunities for structured talk sessions (storytelling etc.)<br><br>Encourage story maps, puppet theatres and set up small world scenes.<br><br>Display vocabulary linked to key topics/themes.<br><br>Encourage the children to share their ideas with the class.<br><br>Ensure the children are given opportunities for ‘show and tell’.<br><br>Encourage class discussions.<br><br>Model and encourage the children to listen and take turns – e.g. when you are holding the teddy you can talk, the rest of us are listening.<br><br>Drama and role-play games. |

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| Label children's emotions during conflict or moments of need e.g. "you are feeling sad".<br><br>Encourage early role-play with familiar routines e.g. feeding baby, putting a teddy to bed. | Intentionally extend vocabulary in play.<br><br>Encourage group discussions.<br><br>"Tell me more" conversations embedded throughout the day.<br>Invite the children to explore and explain what they discover in continuous provision. | Model discussion expectations e.g. we listen, then we speak, we build on ideas etc. |