



Linking to later learning...

English	Mathematics	Science	MFL	Music	PSHE
Responding to texts Developing vocabulary Participating in discussions	Explaining reasoning Understanding mathematical vocabulary	Asking questions Predicting and explaining observations	Listening to and distinguishing unfamiliar sounds. Repeating and recalling new vocabulary. Speaking confidently in front of others.	Listening and responding to musical sounds and patterns. Singing and performing with confidence. Discussing and evaluating musical experiences.	Expressing feelings and emotions appropriately. Listening to and respecting others' viewpoints. Building relationships and resolving conflicts through communication.



	Listening & Attention	Understanding	Speaking
RANGE 3 18-24 months	- I can listen to and enjoy rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations - I can enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations - I can pay attention to own choice of activity for short periods before moving on	- I understands different situations – I am able to follow routine events and activities using nonverbal cues - I can select familiar objects by name and will go and find objects when asked, or identify objects from a group - I understand simple sentences (e.g. Throw the ball)	- I can copy familiar expressions, e.g. Oh dear, All gone. - I can use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) - I am beginning to put two words together (e.g. Want ball, More juice) - I am beginning to ask simple questions - I am beginning to talk about people and things that are not present

			I use gestures, sometimes with some limited talk, e.g. I might reach toward a toy, saying, "Want it."
RANGE 4 2 year olds (On Entry Nursery)	- I can listen with interest to the noises adults make when they read stories - I recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door - I show interest in play with sounds, songs and rhymes - I can shift to a different task if attention fully obtained	- I can follow simple instructions that include action words, e.g. Show me jumping - I am beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet - I understand who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) - I have a developing understanding of simple concepts (e.g. fast/slow, good/bad)	- I can use language to share feelings, experiences and thoughts - I can hold a simple conversation but may jump from topic to topic - I can learn new words rapidly and I am able to use them in communication - I can use a variety of questions (e.g. what, where, who) - I can use three words or more that carry meaning (e.g. Mummy gonna work) - I am beginning to use word endings (e.g. going, cats)
RANGE 5 3-4 year olds (Nursery)	- I can listen to others in one-to-one or small groups, when conversation interests them - I can listen to familiar stories with increasing attention and recall - I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories - I can still listen or do, but I can change my own focus of attention - I can follow directions (when I'm not intently focused)	- I understand use of objects (e.g. Which one do we cut with?) - I can show I understand prepositions such as under, on top, behind by carrying out an action or selecting correct picture - I can respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box - I am beginning to understand why and how questions	- I am beginning to use more complex sentences to link thoughts (e.g. using and, because) - I can use language in recalling past experiences - I can retell a simple past event in correct order (e.g. went down slide, hurt finger) - Uses talk to explain what is happening and anticipate what might happen next - I can question why things happen and give explanations. Asks e.g. who, what, when, how - I am beginning to use a range of tenses (e.g. play, playing, will play, played) - I can use intonation, rhythm and phrasing to make meaning clear to others. - I can talk more extensively about things that are of particular importance to me. - I am building up a vocabulary that reflects the breadth of my experiences. - I can talk about pretending to use objects that stand for something else in my play, e.g. This box is my castle.
RECEPTION AUTUMN	- I can listen during carpet sessions and story times for short periods. - I can take turns in conversations with adults and peers. - I can recall key events from a familiar story.	- I can follow two-step instructions independently in familiar situations. - I can answer simple questions about stories, experiences and learning.	- I can use newly taught vocabulary within play and discussion. - I can initiate conversation with familiar adults and peers. - I can speak in full sentences, most of the time.

			• I can talk through play experiences and planned activities. • I can retell familiar stories using pictures and prompts. • I can adopt roles and use relevant language in role play. • I can use simple conjunctions to extend sentences.
RECEPTION SPRING	• I can maintain attention during longer inputs and group discussions. • I can sustain conversations by listening and responding to others' ideas. • I can discuss characters, events and information from stories.	• I can follow instructions containing several parts or ideas. • I can respond to 'why' and 'how' questions with increasing detail.	• I can use a growing range of vocabulary linked to stories, themes and experiences. • I can maintain conversations and respond to the ideas of others. • I can use well-formed sentences to explain ideas and experiences. • I can explain what I am doing and why. • I can retell stories with clear sequence and increasing detail. • I can adapt the language I use according to audience and context. • I can use a wider range of conjunctions when speaking.
RECEPTION SUMMER	• I can listen attentively in a range of situations and responds appropriately. • I can hold back-and-forth conversations with adults and peers.	• I can listen carefully and responds accurately to instructions and discussions. • I can make comments about what I have heard and asks questions to clarify understanding. • I demonstrate understanding of what has been heard through discussion, questioning and response.	• I can make purposeful use of recently introduced vocabulary when speaking. • I can participate confidently in small-group, class and one-to-one discussions. • I can express ideas and feelings using full sentences. • I can offer explanations for why things might happen. • I can explain events, stories and experiences in a logical sequence. • I can use language effectively for storytelling, role play, discussion and explanation. • I can use past, present and future tenses and conjunctions to connect ideas where appropriate.

Children at the expected level of development will:- 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.

Children at the expected level of development will:- 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.

Oracy Progression- EYFS Outcomes

Physical 	Linguistic 	Cognitive 	Social & Emotional 
- I can turn my body towards the speaker for an appropriate amount of time. - I can speak to be heard clearly by others.	- I can use familiar words with confidence. - I can use some taught vocabulary to describe.	- I can begin to understand how and why questions. - I can use 'and' to link their ideas. - I can describe events currently happening and what might happen next.	- I can listen to others. - I can take turns to speak with the support of an adult.