

Early Years Foundation Stage Oracy Progression Map

Nursery

Children will be learning to:

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’

Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Can start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> • To point to familiar objects when prompted • To develop my communication through using more complex sentences 	<ul style="list-style-type: none"> • To express own wants, needs and interests • To talk in simple sentences • To express a point of view, e.g. likes, dislikes and feelings • To use talk to organise their play • To explain/shares thoughts using words and actions to an adult, e.g. this bucket will hold more water • To use longer sentences of four to six words 	<ul style="list-style-type: none"> • To develop communication using vocabulary related to irregular past tense • To say key words/vocabulary from stories • To use past tense to talk about significant events in their own experience for example starting Nursery, going on holiday, visiting somewhere • To use vocabulary from the story when retelling/acting out/talking about the story To talk about where a story is set 	<ul style="list-style-type: none"> • To use speech to communicate with other children and keep play going • To use language to have a conversation with others and continue it for many turns • To talk with others to resolve conflicts

		<ul style="list-style-type: none"> • To use the question words 'what and why' • To talk about the setting, main characters and main event in a familiar story • To talk about stories I have read, then demonstrate an understanding of new vocabulary learnt linked to the text 	
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Reception

Children will be learning to:

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Learn rhymes, poems and songs.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> • To use complete sentences in everyday talk 	<ul style="list-style-type: none"> • To use connectives to link ideas such as, and, because • To share my thought processes 	<ul style="list-style-type: none"> • To retell stories in my own words • To use repeated phrases from stories in play 	<ul style="list-style-type: none"> • To develop social phrases such as 'Good morning, how are you?'

<ul style="list-style-type: none"> • To use gestures to support meaning • To look at who is talking and who I am talking to • To speak audibly so that they can be heard and understood 	<ul style="list-style-type: none"> • To use talk to explain my ideas • To participate in small group discussions, offering my own ideas • To use taught vocabulary to talk about what I see in an image (non-fiction book) parts of the story I liked or disliked • To use talk such as ‘so that, because, I think, you could, it might be’ to explain how things happen and why things work • To use and understand a wide range of vocabulary 	<ul style="list-style-type: none"> • To ask simple questions to clarify their understanding • To describe and retell past, present and future events in one sentence using a connective and tenses • To retell stories in the correct sequence, drawing on language patterns of stories. • To say how they feel about stories and poems, what • To identify my favourite characters, events, or settings and talk about why they are my favourite • My language is influenced by an experience of books, children act out stories through role play activities and use appropriate vocabulary 	<ul style="list-style-type: none"> • To listen to and continue a conversation with adults and my peers • To take turns when working in a group • To participate in small group discussions, offering my own ideas, using recently introduced vocabulary
<p>Experiences</p> <ul style="list-style-type: none"> • To speak to a partner during whole class teaching (TTYP) • Provide learners with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend (SCARF and Buddy the Bear) • Taking learners to the local library and church to practise speaking to an unfamiliar adult. 		<p>Teaching ideas</p> <ul style="list-style-type: none"> • Provide learners with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say ‘How can I help you today?’ ‘Yes, let me get that for you. One moment’. • Support learners’ understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. 	

- Support learners' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.
- Introduce new language and sentence stems through call and repeat, 'my turn, your turn'.
- Support learners to develop an awareness of the volume of their voice through modelling and chances for them to practise speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now tell me about your favourite colour in a playground voice!'
- 'Talk Through Stories' is planned each week to extend and deepen children's comprehension and vocabulary. Five key tier 2 words are taught to teach children the meaning of new vocabulary and apply these words in their own conversations.