

## WOODGRANGE INFANT SCHOOL Oracy progression

We understand that spoken language underpins all learning and have put the development of speaking, listening and vocabulary at the heart of our curriculum.

Typical talk	EYFS (ELGs)	Y1	Y2
<b>Attention, listening and understanding</b>	<p>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.</p> <p>Understand 2-3 part instructions</p>	<p>Understand more complex instructions eg “finish your picture, then with a partner...”</p> <p>Listen for longer periods of time with focus</p>	<p>Ask for clarification if instructions not clear e.g. “what’s maize?”</p> <p>Listen for longer periods of time with focus</p> <p>Infer meaning, reason and predict</p>
<b>Vocabulary</b>	<p>Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Understand a range of describing words eg hard, soft, wet</p>	<p>Use adjectives and adverbs when describing an event or object</p> <p>Guess a word from clues</p> <p>Explain what a newly learned word means</p>	<p>Give others clues about a word</p> <p>Comment on homophones</p> <p>Use newly learned, subject specific vocabulary in discussions and play</p>
<b>Speech sounds, grammar and semantics</b>	<p>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.</p> <p>Use well formed sentences but with some errors eg “I felled down”</p>	<p>Speak clearly ( with occasional errors)</p>	<p>Use an increasing range of ways to join phrases eg “I will go first because...”</p> <p>Speech sounds clear eg splash or multisyllabic words</p>
<b>Verbal storytelling and narrative</b>	<p>Retell favourite stories using some of own words.</p> <p>Describe events but nt always in the right order.</p>	<p>Recount a simple event or story mostly in the correct order, with a setting, character, problem and resolution (Tales toolkit structure)</p>	<p>Recount an event or story with clear structure in the correct order using imagination and detail</p> <p>Predict what will happen based on knowledge of narrative</p> <p>Show awareness of what a listener may already know (leave out some detail)</p>
<b>Conversation and social interaction</b>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Use language to ask, negotiate, give opinions, and ideas,</p>	<p>Take turns in conversations</p>	<p>Take turns in conversations and discussions- responds to what others have said.</p> <p>Experiment with different ways of talking with different people</p>