

Foundation Stage- Oracy Framework

Communication and Language

Listening and Attention

	30-50 months	40-60 months	ELG (Expected standard at end of EYFS)	Exceeding
	<ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. <ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. <ul style="list-style-type: none"> • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> •Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span 	<p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Children listen to instructions and follow them accurately, asking for clarification if necessary.</p> <p>They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p>
Opportunities, strategies and activities to move onto the next stage.	Class lessons Story times Activities during learning time. Small group work.	Class lessons- paired talk Story times Activities during learning time. Small group work.	Class lessons. Story times Activities during learning time. Small group work.	Instructions throughout the day and in PE lessons. Class lessons.

	<p>Adult directed task time. Storytelling lessons. Instructions during the day. E.g get coat. Instructions during P.E. Literacy- story retelling using stories with repeated refrains. E.g. the Gingerbread Man, Little Red Hen, We're going on a bear hunt, Farmer Duck, Top Jobs.</p>	<p>Adult directed task time. Storytelling lessons.</p>	<p>Adult directed task time. Storytelling lessons. 1:1 readers Visits by adults (people who help us) Assemblies Visits</p> <p>Literacy lessons- listening to stories.</p>	<p>Story times (Summer-simple stories without pictures) Activities during learning time. Small group work. Adult directed task time. Storytelling lessons. 1:1 readers Visits by adults (people who help us) Assemblies Visits</p> <p>Literacy lessons- listening to stories.</p>
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Understanding

	30-50 months	40-60 months	ELG (Expected standard at end of EYFS)	Exceeding
	<ul style="list-style-type: none"> •Understands use of objects (e.g. "What do we use to cut things?") •Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. 	<ul style="list-style-type: none"> •Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others 	<p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>After listening to stories children can express views about events or characters in the story and answer questions about why things happened.</p> <p>They can carry out instructions which contain</p>

	<ul style="list-style-type: none"> •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions. 	in conversation or discussion.		several parts in a sequence.
Opportunities, strategies and activities to move onto the next stage.	<p>Maths- Spring 1 Position Instructions throughout the day asking children to put things in different places.</p> <p>Introducing children to different objects during learning time and lessons. Instructions during the day. E.g get coat, tidy time.</p> <p>Instructions during P.E. Understanding of the world and Maths lessons-questioning.</p>	<p>Class lessons</p> <p>Story times</p> <p>Activities during learning time.</p> <p>Small group work.</p> <p>Adult directed task time.</p> <p>Storytelling lessons.</p> <p>Instructions during the day. E.g get coat.</p> <p>Instructions during P.E.</p> <p>Stories without pictures.</p>	<p>Class lessons</p> <p>Story times</p> <p>Activities during learning time.</p> <p>Small group work.</p> <p>Adult directed task time.</p> <p>Storytelling lessons.</p> <p>Instructions during the day. E.g get coat.</p> <p>Instructions during P.E.</p> <p>Understanding of the world and Maths lessons-questioning.</p>	<p>Activities during learning time.</p> <p>Small group work.</p> <p>Adult directed task time.</p> <p>Storytelling lessons.</p> <p>1:1 readers</p> <p>Assemblies</p> <p>Instructions during the day. E.g get coat.</p> <p>Instructions during P.E.</p>

Speaking

	30-50 months	40-60 months	ELG (Expected standard at end of EYFS)	Exceeding
	<ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. 	<ul style="list-style-type: none"> •Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 	Children express themselves effectively, showing awareness of listeners' needs.	Children show some awareness of the listener by making changes to language and non-verbal features.

	<p>went down slide, hurt finger).</p> <ul style="list-style-type: none"> •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' 	<ul style="list-style-type: none"> •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. 	<p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>They recount experiences and imagine possibilities, often</p> <p>They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>
<p>Opportunities, strategies and activities to move onto the next stage.</p>	<p>Using sentence stems in all lessons (especially</p>	<p>Using sentence stems in all lessons (especially</p>	<p>Using sentence stems in all lessons (especially</p>	<p>Using sentence stems in all lessons (especially</p>

	<p>maths and understanding the world). Class lessons. Story times Activities during learning time. Small group work. Adult directed task time. Storytelling lessons. 1:1 readers Visits by adults (people who help us) Assemblies Visits Show and tell at the end of the day.</p>	<p>maths and understanding the world). Class lessons (especially phonics and literacy) Story times Activities during learning time. Small group work. Adult directed task time. Storytelling lessons. 1:1 readers Visits by adults (people who help us) Assemblies Visits Show and tell at the end of the day.</p>	<p>maths and understanding the world). Class lessons (especially phonics and literacy) Story times Activities during learning time. Small group work. Adult directed task time. Storytelling lessons. 1:1 readers Visits by adults (people who help us) Assemblies Class assemblies Visits Show and tell at the end of the day.</p>	<p>maths and understanding the world). Class lessons (especially phonics and literacy) Story times Activities during learning time. Small group work. Adult directed task time. Storytelling lessons. 1:1 readers Visits by adults (people who help us) Assemblies Class assemblies Visits Show and tell at the end of the day.</p>
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Activities during learning time include (both inside and outside.)

- Sand
- Water
- Phonics
- Small world
- Art
- Creative
- Playdough
- Writing
- Understanding the World
- Maths

- ICT
- Role Play