

## ‘Time for Oracy’

### What does it look like in EYFS?

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and ‘have a go’
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of the children’s learning in all areas

#### Communication and Language (Statutory)

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

##### Birth to 3 -

Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. - Enjoy singing, music and toys that make sounds - Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. - Recognise and point to objects if asked about them. - Use intonation, pitch and changing volume when ‘talking’. - Start to say how they are feeling, using words as well as actions. - Start to develop conversation, often jumping from topic to topic. - Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. - Use the speech sounds p, b, m, w. Pronounce:- l/r/w/y - f/th - s/sh/ch/dz/j- multi-syllabic words such as ‘banana’ and ‘computer’- Listen to simple stories and understand what is happening, with the help of the pictures.- Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.- Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.- Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

##### 3-4 year olds -

Enjoy listening to longer stories and can remember much of what happens.  
Use a wider range of vocabulary  
Understand a question or instruction that has two parts.  
Sing a large repertoire of songs  
Develop their communication, but may continue to have problems with irregular tenses and plurals  
Use talk to organise themselves and their play

##### Reception -

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. Use new vocabulary in different contexts.

##### ELG -

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.  
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, 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.

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