

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N		<ul style="list-style-type: none"> <li>• Responds to familiar voices and simple instructions</li> <li>• Uses single words and emerging two-word combinations</li> <li>• Enjoys action songs and rhyme play</li> <li>• Establishes early turn-taking with adult support</li> <li>• Begins to copy new vocab from adults</li> <li>• Notices sounds in the environment (NELI early sound work)</li> <li>• Talks about what they are doing in simple terms</li> </ul>	<ul style="list-style-type: none"> <li>• Follows simple directions related to routine</li> <li>• Uses simple 2–3-word phrases (“my turn”, “more juice”)</li> <li>• Attends briefly during adult-led activities</li> <li>• Responds nonverbally or verbally to simple questions</li> <li>• Joins in with repeated refrains in songs</li> <li>• Plays with environmental and instrumental sounds</li> <li>• Begins to name familiar objects using vocabulary taught</li> <li>• Pays attention to more than one thing at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to short group stories, sometimes needing support</li> <li>• Uses longer phrases (3–4 words)</li> <li>• Starts to talk about what happened or what they want</li> <li>• Engages in short back-and-forth conversations</li> <li>• Learns and uses targeted vocabulary from NELI sessions</li> <li>• Begins recognising rhyme</li> <li>• Talks about actions in pictures with adult support</li> </ul>	<ul style="list-style-type: none"> <li>• Follows 2-step instructions in familiar routines</li> <li>• Asks simple questions (“what’s that?”)</li> <li>• Shows improved attention during small-group activities</li> <li>• Uses language to request, comment, or protest</li> <li>• Uses new vocabulary in play contexts</li> <li>• Shows awareness of rhythm and rhyme</li> <li>• Begins sequencing 2-part events verbally</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to “where?”, “why?” or “who?” questions</li> <li>• Speaks in 4–6-word sentences</li> <li>• Begins using connecting words (“and”, “then”)</li> <li>• Initiates short conversations with peers</li> <li>• Applies new topic vocabulary without prompting</li> <li>• Participates in simple sound games (body sounds, rhythm)</li> <li>• Talks about own experiences in basic order</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories for longer periods</li> <li>• Understands simple prepositions (in, under, on)</li> <li>• Uses longer, clearer sentences (4–5 words)</li> <li>• Matches sounds to objects (NELI listening game)</li> <li>• Joins conversations in small groups</li> <li>• Identifies familiar rhyming pairs</li> </ul>
	R	<ul style="list-style-type: none"> <li>• Respond to name and simple instructions</li> <li>• Listen carefully to stories</li> <li>• Show interest in books and join in repeated refrains</li> <li>• Use simple sentences to express needs</li> <li>• Begins to describe familiar events</li> <li>• Learn and repeat new NELI vocabulary with modelling</li> <li>• Join in with rhymes and identify rhythm patterns</li> <li>• Use one word social phrases (eg, hi, bye)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow 1–2 step instructions</li> <li>• Combine ideas into longer sentences</li> <li>• Use NELI vocabulary in structured activities</li> <li>• Join in with familiar stories</li> <li>• Begin using conjunctions (and)</li> <li>• Give relevant responses to simple questions</li> <li>• Identify rhyme and initial sounds</li> <li>• Retell short stories in sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently follow 2 step instructions</li> <li>• Uses connectives (and, then) to lengthen sentences</li> <li>• Apply taught vocabulary in play</li> <li>• Orally retell part of a familiar story</li> <li>• Ask questions to find out more</li> <li>• Listen and respond with increasing accuracy</li> <li>• Use social phrases purposefully eg Hi Miss, my turn</li> <li>• Listen to a range of non fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain attention during whole-class inputs</li> <li>• Follow more complex instructions</li> <li>• Retell stories with some sequencing</li> <li>• Use more precise taught vocabulary</li> <li>• Create simple narratives with clear sequence, with support</li> <li>• Experiment with more complex conjunctions (because, then)</li> <li>• Talk about what they have learnt from non fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and recall information</li> <li>• Answer “how/why” questions</li> <li>• Speak confidently in full sentences</li> <li>• Create simple narratives in play</li> <li>• Use descriptive language increasingly</li> <li>• Retell stories using story language</li> <li>• Participate in group discussions taking turns with support</li> <li>• Ask questions to check understanding</li> <li>• Use a range of social phrases independently</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently follows multi-step instructions</li> <li>• Use language to clarify understanding</li> <li>• Contribute appropriately in group talk</li> <li>• Retell stories in more detail focusing on beginning, middle and end</li> <li>• Use new learnt vocabulary independently</li> <li>• Demonstrates consistent active listening</li> </ul>
1	Physical	Continue to use gestures to support delivery; e.g. pointing at parts of a plant they are discussing.				Speak clearly and confidently in a range of contexts.	
	Linguistic	Speak in sentences using joining phrases to link ideas. Using vocabulary appropriately specific to the topic Take opportunities to try out new language, even if it is not always correctly used.		Use sentence stems to link to other’s ideas in group discussion.		Use appropriate tone of voice in the right context e.g. To project their voice to a large audience.	
	Cognitive	Recognise when they haven’t understood something and ask a question Explain ideas and events in chronological order		Offer reasons for their opinions Disagree with someone else’s opinion politely			
	Social and Emotional	Listen and respond appropriately to others		Be willing to change their mind based on what they have heard		Begin to organise group discussions independently of an adult	
2	Physical	Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions.		Speak clearly and confidently with appropriate volume and pace in a range of contexts. Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea.			
	Linguistic	Speaking in sentences using joining phrases to create longer sentences.		Use sentence stems to signal when they are building or challenging others’ ideas in groups.		Adapt how to speak in different situations according to the audience.	
	Cognitive	Ask questions to find out more about a subject		Build on others’ ideas in discussions Make connections between what has been said and their own and others’			

3	Social and Emotional	Recite/deliver short preprepared material to an audience	experiences Start to develop an awareness of audience e.g. what might interest a certain group	Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them
	Physical	Consider position and posture when addressing an audience.		Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas.  Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk.
	Linguistic	Be able to use specialist language to describe their own and others' talk. • Use specialist vocabulary e.g. speak like an archaeologist.  Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.		
	Cognitive		Offer opinions that aren't their own e.g. taking on the role of ...  Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve.  Reach shared agreement in discussions	
	Social and Emotional	Speak with confidence in front of an audience	Begin to recognise different roles within group talk e.g. chairperson  Adapt the content of their speech for a specific audience	Begin to recognise different roles within group talk e.g. chairperson  Adapt the content of their speech for a specific audience
4	Physical		Deliberately select movement and gesture when addressing an audience.  Use the appropriate tone of voice in the right context.	To use pauses for effect in presentational talk e.g. when telling an anecdote or joke.
	Linguistic	Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain		
	Cognitive		Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event	Ask probing questions  Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets
	Social and Emotional	Use more natural and subtle prompts for turn taking  Start to develop empathy with an audience  Consider the impact of their words on others when giving feedback		
5	Physical	Project their voice to a large audience.  Gestures become increasingly natural.	Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story.	
	Linguistic	Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions.	Consider the words and phrases used to express their ideas and how this supports the purpose of talk.	
	Cognitive		To be able to give supporting evidence e.g. citing a text, a previous example or a historical event  Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?	Draw upon knowledge of the world to support their own point of view and explore different perspectives
	Social and Emotional	Speak with flair and passion		Listen for extended periods of time including notetaking, drawing visual  Adapt the content of their speech for a specific audience e.g. use of humour
6	Physical	Speak fluently in front of an audience.  Have a stage presence.		

		Consciously adapt, tone, pace and volume of voice.		
	Linguistic	Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy.	Vary sentence structures and length for effect when speaking.	Be comfortable using idioms and expressions.
	Cognitive		Construct a detailed argument or complex narrative Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate	Reflect on their own and others' oracy skills and identify how to improve.
	Social and Emotional		Use humour effectively	Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions