

Sandhill Oracy Intent 2023-24

0-6 months	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy • Listens to, distinguishes and responds to intonations and sounds of voices 	<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing • Makes own sounds in response when talked to by familiar adults 	<ul style="list-style-type: none"> • Lifts arms in anticipation of being picked up 		<ul style="list-style-type: none"> • Turns when hears own name • Starts to understand contextual clues, e.g. familiar gestures, words and sounds • Responds and turns to sounds, especially voices 	

6-12 months	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<ul style="list-style-type: none"> • Reacts in interaction with others by smiling, looking and moving • Quietens or alerts to the sound of speech • Listens to familiar sounds, words, or finger plays • Fleeting attention – not under child’s control, new stimuli takes whole attention 	<ul style="list-style-type: none"> • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like <i>baba, nono, gogo</i> • Starts to understand contextual clues, e.g. familiar gestures, words and sounds 	<ul style="list-style-type: none"> • Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration • Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (their own and others) 		<ul style="list-style-type: none"> • Turns when hears own name • Moves body, arms and legs and changes facial expression in response to others, e.g., sticking out tongue, opening mouth and widening eyes. • Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and Vocalisations • Can copy and action or a gesture e.g. clap their hands 	

12-18 months	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<ul style="list-style-type: none"> • Moves whole body to sounds they enjoy, such as music or a regular beat • Concentrates intently on an object or activity of own choosing for short periods • Pays attention to dominant stimulus – easily distracted by noises or other people talking. • Enjoys laughing and being playful with others • Is developing the ability to follow others’ body language, including pointing and gesture • Responds to simple questions when in a familiar context with a special person (e.g. Where’s Mummy?, Where’s your nose? Give you an item on request) • Understanding of single words in context is developing, e.g. cup, milk, daddy • Uses everyday objects appropriately e.g. a telephone or a hairbrush 	<ul style="list-style-type: none"> • Uses sounds in play, e.g. brrrm for toy car • Uses single words • Frequently imitates words and sounds • Enjoys babbling and increasingly experiments with using sounds • Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) • Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest • Creates personal words as they begin to develop language 		<ul style="list-style-type: none"> • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze • to direct the adult’s attention to something • Engages another person to help achieve a goal, e.g., to get an object out of reach • Cooperates with caregiving experiences, such as dressing • Builds relationships with special people • Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated • Is wary of unfamiliar people • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations • Closely watches others’ body language to begin to understand their intentions and meaning • Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has 		<ul style="list-style-type: none"> • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult’s attention to something • Engages another person to help achieve a goal, e.g. to get an object out of reach • Cooperates with caregiving experiences, such as dressing • Builds relationships with special people

18-24 months	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Follow two-word instructions e.g., put the spoon on the plate • Pays attention to own choice of activity, may move quickly from activity to activity • Can point to eyes, nose and mouth • Understands different situations - able to follow • routine events and activities using nonverbal cues • Selects familiar objects by name and will go and • find objects when asked, or identify objects from • a group • Understands simple sentences (e.g. Throw the ball) 	<ul style="list-style-type: none"> • Copies familiar expressions, e.g., Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g., banana, go, sleep, hot) • Beginning to put two words together (e.g. Want ball, More juice) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it • Begin to use some action words e.g., jump, walk • Use ten everyday words e.g. toys, objects of people who are familiar 		<ul style="list-style-type: none"> • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people’s responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy 		<ul style="list-style-type: none"> • Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers or instruments • Mirrors and improvises actions they have observed, e.g., clapping or waving • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Uses gesture and body language to convey needs and interests and to support emerging verbal language use e.g. points to a plane in the sky and says ‘plane’

2-3 years	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<p>-Remember longer instructions with up to three key words e.g. “put teddy in the box/Get your book, coat and bag</p> <p>-Understand simple ‘who’, ‘what’ and ‘where’ questions ask lots of questions e.g. When out walking or looking at a book can they respond to “What is that?”, “Where is Spot now?”</p>	<p>-Knows well over 100 words.</p> <p>-Able to use pronouns (me, him, she), plurals and prepositions (in, on, under).</p> <p>-They will use different types of words to do different things, e.g. to describe what things look like - ‘big’, ‘soft’; where they are – ‘under’, ‘on’; what they are for – ‘eating’, ‘playing’; that say who they are – ‘me’;to describe how many - ‘lots’</p>	<p>-Have clearer speech, although they will still have some immaturities e.g ‘pider’ instead of ‘spider’.</p> <p>-Often have problems saying more difficult sounds e.g. ‘sh’, ‘ch’, ‘th’ and ‘r’.</p> <p>-Put 4 or 5 words together to make short sentences, e.g. “me want more juice”, “him want his coat”</p>	<p>-Refer to something that has happened in the past</p> <p>-Listen to and remember simple stories with pictures</p> <p>-Talks briefly about what they are doing and things that they have done, e.g. Me building castle/Went to the shops.</p>	<p>-Play more with other children and join in with play</p> <p>-Able to have a short 2 way conversation, though they may flit around the topic a bit and be difficult to follow at times</p> <p>-Able to recognise how other people feel and will try to do something about it e.g. “Ah, Josie sad. She need a hug.”</p> <p>-Can express emotions towards adults and peers</p>	<p>-Enjoy pretend play with their toys, such as feeding dolly or pretending to drive a car, usually making noises and talking while playing.</p> <p>-Become very frustrated when they cannot get their message across.</p>
3-4 years N	Cognitive	Linguistic		Social and Emotional		Physical
	Attention Listening and Understanding	Vocabulary	Speech Sounds, Grammar and Sentence Building	Performance, discussions and presentations	Conversations and Social Interaction	
	<ul style="list-style-type: none"> • is able to switch attention from play to an adult with a prompt • Able to follow simple two part instructions reasonably well? E.g. “Put on your coat and get your bag • Listen to longer stories and answer questions about a story they have just heard e.g. “Who did Cinderella dance with at the ball?”, “Were Cinderella’s sisters kind?” • Ask lots of questions using words e.g. ‘what’, ‘where’ and ‘why • Be able to answer questions about ‘why’ something has happened 	<ul style="list-style-type: none"> • Understand and often use colour, number and time related words e.g. ‘red’ car, ‘three’ fingers • Understands 'him', 'her', 'he', 'she', 'they' • Aware of time in relation to past, present and future e.g. Today is sunny, yesterday was rainy. 	<ul style="list-style-type: none"> • Have mostly clear speech, though may continue to have difficulties with a small number of sounds – e.g. ‘r’ – as in ‘rabbit’, ‘l’ – as in ‘letter’, ‘th’ as in ‘thumb’, ‘sh’ as in ‘show’, and ‘j’ as in ‘jam’ • Uses sentences of 4-6 words E.g. “I want to play with cars” • describe events that have already happened, E.g. “I was at Sam’s yesterday” • Gives directions e.g. Fix this for me 	<ul style="list-style-type: none"> • Enjoy make-believe play start to like simple jokes – though often their own jokes make little sense • Explain where they went and what happened E.g. The child says “Julie and Saria and me goed park and played on swings.” • Remembers songs and some longer stories • Repeated refrains 	<ul style="list-style-type: none"> • Understands turn-taking as well as sharing with adults and peers. • Start to be able to plan games with others e.g. “let’s pretend we are in a jungle, you be the... and I the.. • Able to argue with adults or peers if they disagree, using words not just actions 	

