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| **Foundation Phase Language, Literacy and Communication Skills Area of Learning** | | | | | |
| **Strand: Oracy** | | | | | |
| Elements | Aspects | Reception | Year 1 | Year 2 | Year 3 |
| **Developing and presenting information and ideas** | **Speaking** | **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| express what they like and dislike | express an opinion on familiar subjects   |  |  | | --- | --- | |  |  | | express opinions, giving reasons, and provide appropriate answers to questions | |  | | --- | | explain information and ideas using relevant vocabulary  organise what they say so that listeners can understand, *e.g. emphasising key points, sequencing an explanation* | |
| |  | | --- | | **talk about things they have made or done, adding some description**  | | talk about things they have made or done, explaining the process | |  | | --- | | **talk in detail about things they have made or done, explaining the process**  | |
| talk about things from their experience and share information | include some detail and some relevant vocabulary to extend their ideas or accounts | extend their ideas or accounts by sequencing what they say and including relevant details |
| use words, phrases and simple sentences | **build on previous experience, making themselves clear by:**  **- organising what they say**  **- choosing words deliberately**  | **build on previous experience, speaking confidently and making themselves clear by:**  **- organising what they say**  **- choosing words deliberately**  **- including relevant detail**  |
| **use appropriate, increasing vocabulary in and through play activities**  | **use an increasing range of appropriate vocabulary in play and structured activities**  | **use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest**  | |  | | --- | | use language appropriate to more formal situations, *e.g. during an assembly, talking to a visitor*  **begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language**  | |
| speak audibly | speak audibly, conveying meaning to listeners beyond their friendship group | speak clearly to a range of audiences | speak clearly varying expression to help listeners |

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| Elements | Aspects | Reception | Year 1 | Year 2 | Year 3 |
| **Developing and presenting information and ideas** | **Speaking** | **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| contribute to role-play activities using relevant language | adopt a role using appropriate language | adopt a specific role, using appropriate language in structured situations | keep in role and support others in role |
|  |  |  | **develop their ability to use a range of syntax structures in terms of vocabulary and terminology in their**  **talk**  |
| **respond with some detail to drama they have watched and other creative stimuli**  | **respond with increasing detail to drama and other creative stimuli**  | **respond to and give opinion on drama as well as a wider range of stimuli**  |  |
| **use a variety of questions, *e.g. ‘Who?’, ‘What ?’, ‘Why?’, ‘When?’ and ‘How?’*, to establish why things happen and to clarify understanding**  | **use a variety of questions, *e.g. ‘Who?’, ‘What ?’, ‘Why?’, ‘When?’ and ‘How?’*, for a variety of purposes and to clarify understanding**  | **prepare and ask a variety of questions, *e.g. ‘Who?’, ‘What ?’, ‘Why?’, ‘When?’ and ‘How?’*, for a variety of purposes and to clarify understanding**  |  |
| **show an awareness of alliteration and rhyme**  | **use alliteration and rhyme** | **use alliteration and rhyme in a range of contexts**  |  |
| **recognise rhythm in spoken words and continue a rhyming string** | **use rhythm and rhyme to create simple chants, rhymes and poems**  | **use rhythm and rhyme to create more detailed chants, rhymes and poems**  |  |
| **use talk to create a storyline in symbolic/imaginative play**  |  |  |  |
| Welsh-medium statement: show awareness that some sounds change at the beginning of words, *e.g. dau gi, y gath* | Welsh-medium statement: show awareness that some sounds change at the beginning of words, *e.g. y ferch* | Welsh-medium statement: use some mutations that have been practised orally, *e.g. y bêl, fy mag, i’r dref* | |  | | --- | |  | |
| |  | | --- | | **Listening** | | show that they have listened to others, *e.g. by drawing a picture* | listen to others, with growing attention, usually responding appropriately, *e.g. carrying out instructions* | listen to others with concentration, understanding the main points and asking for clarification if needed | |  | | --- | | Listen carefully and make connections between what they are learning and what they already know | |  | |  | |
| **listen to and carry out a three step instruction**  | **listen to and carry out increasingly complex instructions**  |  |  |

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| **Strand: Oracy** | | | | | |
| Elements | Aspects | Reception | Year 1 | Year 2 | Year 3 |
| **Developing and presenting information and ideas** | **Listening** | **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| **isolate and identify initial sounds in spoken word**  | **isolate and identify medial vowels and final sounds in spoken words**  |  |  |
|  | **orally blend and segment words**  | **orally blend and segment polysyllabic words**  |  |
| **follow action words/commands**  | **follow more complex action commands**  | **follow and create their own action commands**  |  |
| join in, repeat or memorise rhymes, songs and stories with some support | join in, repeat or memorise rhymes, songs, **poems and stories** | **join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse**  |  |
| **in simple terms, retell narratives or information that they have heard**  | retell narratives or information that they have heard **using simple connectives** | retell narratives or information that they have heard, sequencing events correctly |  |
| **show understanding of basic concepts to include over, under, behind**  | **show understanding of basic concepts including through, over**  | **demonstrate an understanding of prepositions within their play and structured activities** |  |
| **answer ‘Who?’, ’What?’, ‘Where?’ and open-ended questions relating to own experiences, stories or events**  | **answer ‘Who?’, ‘What?’, ‘When?’, ‘Where?’, ‘How?’ and open-ended questions relating to own experiences, stories or events**  | **answer more complex questions relating to own experiences, stories or events**  |  |
| ask questions about something that has been said | show understanding of what they have heard by asking questions to find out more information | show understanding of what they have heard by asking relevant questions to find out specific information | |  | | --- | | check understanding by asking relevant questions or making relevant comments | |
| **Welsh-medium statement: begin to answer questions by using the correct formats, *e.g. Ydw? Ydy/Nac ydy***  | Welsh-medium statement: answer questions usually using the correct formats, *e.g. Oes? Oes/Nac oes* | Welsh-medium statement: answer questions by using the correct formats, *e.g. Ydy? Ydy/Nac ydy* |  |

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| Elements | Aspects | Reception | Year 1 | Year 2 | Year 3 |
| **Developing and presenting information and ideas** | |  | | --- | | **Collaboration and Discussion** | | **Children are able to:** | **Children are able to:** | **Children are able to:** | **Children are able to:** |
| exchange ideas in one-to-one and small group discussions, *e.g. with friends* | contribute to conversations and respond to others, taking turns when prompted | contribute to discussion, keeping a focus on the topic and taking turns to speak | contribute to group discussion, sharing ideas and information  **express basic opinions about topics and written texts, *e.g. discuss topics that are within their scope of experience, discuss a character in a story***   use talk purposefully to complete a task in a group |
| take part in activities alongside others, with some interaction. | take part in activities with others and talk about what they are doing | share activities and information to complete a task |
|  | **intentionally use some non-verbal cues such as facial expressions and gestures.**  | **interpret, respond to and use non-verbal cues such as facial expressions and gestures.**  |