Bright Stars Nursery

Communication Progression

The 'physical' includes elements such as voice projection, using eye contact and gesture. 'Linguistic' involves using appropriate vocabulary and choosing the right language for different occasions; 'cognitive' is about organising the content of your speech and 'social and emotional' includes working with others, taking turns and developing confidence in speaking.

	Physical	Linguistic	Cognitive	Social/ Emotional
Nursery 2-3	Can say the sounds p, b, t, d, m, n, w, k and g in words when they are talking. They may still make mistakes with how they say words, and might have difficulty saying more complicated sounds like sh, ch, th and r. However, people who know the child can mostly understand them.	Put 4 or 5 words together to make short sentences, such as 'me want more juice' or 'he took my ball'. Ask lots of questions. They will want to find out the name of things and learn new words. Use action words such as 'run' and 'fall' as well as words for the names of things. Start to add 's' to words to show there is more than one of something. For example, 'shoe' becomes 'shoes'.	Listen to and understand a simple story with pictures, although they can still get easily distracted at times. Understand longer instructions, such as 'make teddy jump' or 'put dolly's cup on the table'. Understand simple 'who', 'what' and 'where' questions. Understand the words 'big and 'little'. Understand lots of words, at least 300. Start to talk about themselves, for example they can say what they like and don't like. Answer simple questions about objects, for example 'which one do we eat with?'.	Start to be interested in other children's play and want to join in. Sometimes sound as if they are stammering or stuttering. They are usually trying to share their ideas and can't quite think of how to say it. This can be a perfectly normal stage to go through, however if it continues for more than a few months you may want to seek some advice. See our stammering advice
Pre-School 3-4	• Speak clearly with appropriate volume • Begin to use gestures to support delivery meaning e.g. pointing at parts of a plant. Can say the sounds p, b, t, d, m, n, w, k, g, s, f, l and y in words when they are talking. For example, they say 'sun' and 'car' as an adult would. They may still have difficulty using more	• Use talk in play to practise new vocabulary: e.g: "That's light, that's heavy, more or less." Use sentences that have 4 – 6 words in them, for example 'I want to play with cars.' Start to link 2 sentences together by using 'and'. For example, 'I went to the	• Ask simple questions • Start to provide contributions which match what has been asked. Start conversations with you and with other people. Talk about the future and the past. For example, 'I will watch you' or 'I jumped down'.	• Look at someone who is speaking to you. • Waiting to speak, until it's your turn. • Look at who is talking and who you are talking to Enjoy make-believe play and start to play cooperatively with others. Start to like simple jokes even if they don't understand them.

	complicated sounds like sh, ch, th and r. However, adults who don't know them can mostly understand them.	park, and I had ice cream'. Use words instead of actions to argue with you or with their friends. Their sentences aren't exactly like adults' yet, so they may still make some mistakes such as saying 'runned' for 'ran'.	Understand and often use words for colour (e.g. 'red'), number (e.g. 'three fingers') and time (e.g. 'tomorrow'). Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level.	Talk quite smoothly. They don't repeat the first sound in words or get stuck trying to get a word out.
Reception	• Speak clearly with appropriate volume • Look at who is talking and who you are talking to.	• Begin to speak in sentences, joining phrases with words such as "if, because, so, could, but." • Use key vocabulary from class texts in verbal communication.	• Contributions that match what has been asked • Expanding on ideas using "why" • Use 'because' to develop their ideas	• Reinforcing looking at someone who is speaking to you. • Reinforcing waiting for a turn – take turns to speak when feeding back to a group.
Year 1	• Look at who is talking to you and you are talking to • Speak clearly and confidently in a range of contexts • Use appropriate tone of voice for context (projecting voice for large audience) • Use hand gestures to support delivery in presentational talk (pointing to something being discussed)	• Speak in sentences using joining phrases to link ideas • Using vocabulary appropriately specific to the topic in hand e.g. lighter/heavier rather than bigger and smaller • 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 e.g. 'I agree with… because…' • Use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	• Use 'because' to develop their ideas • Make relevant contributions that match what has been asked • Ask simple questions • Describe events that have happened to them in detail	• 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
Year 2	Look at who is talking to you and you are talking to. • Use body language to show active listening (nodding along, facial expressions) • Speak clearly and confidently with appropriate volume and pace. • Hand gestures when speaking become increasingly natural (such as pointing as someone when referencing their idea.)	• Speaking in sentences using joining phrases to create longer sentences • Adapt how to speak in different situations according to the audience e.g. asking questions of a museum curator or having a conversation with a visitor to the classroom • Use sentence stems to signal when they are building or challenging others' ideas in group'	• Offer reasons for their opinions • Recognise when they haven't understood something and ask a question • Disagree with someone else's opinion politely • Explain ideas and events in chronological order	• 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 • Recite/deliver short pre-prepared material to an audience
Year 3	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.	• 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'	• 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' experiences	• 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

	speaking authoritatively during an expert talk • Consider position and posture when addressing an audience • Consider movement when addressing an audience using 'delectable'		• Offer opinions that aren't their own e.g. taking on a specific role in group work • Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives	
Year 4	• Deliberately select movement and gesture when addressing an audience • Use pauses for effect in presentational talk. • Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground	• 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	• Reach shared agreement in discussions • 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	• 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
Year 5	• 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 • Project their voice to a large audience • Gestures become increasingly natural • Consciously adapt tone, pace and volume of voice within a single context.	• 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	• Draw upon knowledge of the world to support their own point of view and explore different perspectives • 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 …?	• 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 • Speak with flair and passion
Year 6	• Speak fluently in front of an audience. • Have a stage presence • Consciously adapt, tone, pace and volume of voice	• Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy • Vary sentence structures and length for effect when speaking	• 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.	• Use humour effectively • Begin to be able to read a room or a group and act accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions