



## ECM Oracy Intent Birth to Three 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"> <li>• Turns toward a familiar sound then locates range of sounds with accuracy</li> <li>• Listens to, distinguishes and responds to intonations and sounds of voices</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing</li> <li>• Makes own sounds in response when talked to by familiar adults</li> </ul>		<ul style="list-style-type: none"> <li>• Lifts arms in anticipation of being picked up</li> </ul>		<ul style="list-style-type: none"> <li>• Turns when hears own name</li> <li>• Starts to understand contextual clues, e.g. <a href="#">familiar gestures, words and sounds</a></li> <li>• Responds and turns to sounds, especially voices</li> </ul>

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



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



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"> <li>• Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations</li> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</li> <li>• Follow two-word instructions e.g., <b>put the spoon on the plate</b></li> <li>• Pays attention to own choice of activity, may move quickly from activity to activity</li> <li>• Can point to eyes, nose and mouth</li> <li>• Understands different situations - able to follow routine events and activities using nonverbal cues</li> <li>• Selects familiar objects by name and will go and find objects when asked, or identify objects from a group</li> <li>• Understands simple sentences (e.g. Throw the ball)</li> </ul>	<ul style="list-style-type: none"> <li>• Copies familiar expressions, e.g., Oh dear, All gone.</li> <li>• Uses different types of everyday words (nouns, verbs and adjectives, e.g., <b>banana, go, sleep, hot</b>)</li> <li>• Beginning to put two words together (e.g. <b>Want ball, More juice</b>)</li> <li>• Beginning to ask simple questions</li> <li>• Beginning to talk about people and things that are not present</li> <li>• Uses gestures, sometimes with limited talk, e.g. <b>reaches toward toy, saying Want it</b></li> <li>• Begin to use some action words e.g., <b>jump, walk</b></li> <li>• Use ten everyday words e.g. <b>toys, objects of people who are familiar</b></li> </ul>		<ul style="list-style-type: none"> <li>• Enjoys playing alone and alongside others and is also interested in being together and playing with other children</li> <li>• 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</li> <li>• Asserts their own ideas and preferences and takes notice of other people's responses</li> <li>• Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration</li> <li>• 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</li> <li>• Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy</li> </ul>	<ul style="list-style-type: none"> <li>• Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers or instruments</li> <li>• Mirrors and improvises actions they have observed, e.g., clapping or waving</li> <li>• Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions</li> <li>• Uses gesture and body language to convey needs and interests and to support emerging verbal language use e.g. <b>points to a plane in the sky and says 'plane'</b></li> </ul>	



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. <b>“put teddy in the box/Get your book, coat and bag</b></p> <p>-Understand simple ‘who’, ‘what’ and ‘where’ questions ask lots of questions e.g. <b>When out walking or looking at a book can they respond to “What is that?”, “Where is Spot now?”</b></p>	<p>-Knows well over 100 words. -Able to use pronouns (me, him, she), plurals and prepositions (in, on, under). -They will use different types of words to do different things, e.g. <b>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’</b></p>	<p>-Have clearer speech, although they will still have some immaturities e.g <b>‘pider’ instead of ‘spider’</b>. -Often have problems saying more difficult sounds e.g. <b>‘sh’, ‘ch’, ‘th’ and ‘r’</b>. -Put 4 or 5 words together to make short sentences, e.g. <b>“me want more juice”, “him want his coat”</b></p>	<p>-Refer to something that has happened in the past -Listen to and remember simple stories with pictures -Talks briefly about what they are doing and things that they have done, e.g. <b>Me building castle/Went to the shops.</b></p>	<p>-Play more with other children and join in with play -Able to have a short 2 way conversation, though they may flit around the topic a bit and be difficult to follow at times -Able to recognise how other people feel and will try to do something about it e.g. <b>“Ah, Josie sad. She need a hug.”</b> -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.  -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	
	<p>• is able to switch attention from play to an adult with a propt Able to follow simple two part instructions reasonably well? E.g. <b>“Put on your coat and get your bag</b></p> <p>• Listen to longer stories and answer questions about a story they have just heard e.g. <b>“Who did Cinderella dance with at the ball?”, “Were Cinderella’s sisters kind?”</b></p>	<p>• Understand and often use colour, number and time related words e.g. <b>‘red’ car, ‘three’ fingers</b></p> <p>• Understands ‘him’, ‘her’, ‘he’, ‘she’, ‘they’</p> <p>• Aware of time in relation to past, present and future e.g. <b>Today is sunny, yesterday was rainy.</b></p>	<p>• Have mostly clear speech, though may continue to have difficulties with a small number of sounds – e.g. <b>‘r’ – as in ‘rabbit’, ‘l’ – as in ‘letter’, ‘th’ as in ‘thumb’, ‘sh’ as in ‘show’, and ‘j’ as in ‘jam’</b></p> <p>• Uses sentences of 4-6 words E.g. <b>“I want to play with cars”</b> describe events that have already happened, E.g. <b>“I was at Sam’s yesterday”</b></p>	<p>• 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. <b>The child says “Julie and Saria and me goed park and played on swings.”</b> • Remembers songs and some longer stories • Repeated refrains</p>	<p>• Understands turn-taking as well as sharing with adults and peers. • Start to be able to plan games with others e.g. <b>“let’s pretend we are in a jungle, you be the... and I the..</b> • Able to argue with adults or peers if they disagree, using words not just actions</p>	



<ul style="list-style-type: none"><li>• Ask lots of questions using words e.g. 'what', 'where' and 'why'</li><li>• Be able to answer questions about 'why' something has happened</li></ul>		<ul style="list-style-type: none"><li>• Gives directions e.g. Fix this for me</li></ul>			
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