



Orrets Meadow Oracy Steps

	<u>Attention & Listening</u>	<u>Understanding</u>	<u>Expression & Communication</u>
<u>Step 1</u>	<ul style="list-style-type: none"> - Reacts to sounds, voices or movement in the environment. - Shows awareness of familiar people through sound, movement or presence. - Briefly attends to sensory experiences or interactions. - Engages in shared sensory experiences with an adult. 	<ul style="list-style-type: none"> - Responds to familiar routines, actions or gestures. - Shows awareness of familiar words linked to actions or objects. - Begins to associate people, objects or actions with meaning. 	<ul style="list-style-type: none"> - Communicates needs through movement, gesture, vocalisation or behaviour. - Uses sounds, facial expressions or actions to interact with others. - Engages in early back-and-forth interaction with an adult (interaction).
<u>Step 2</u>	<ul style="list-style-type: none"> - Turns towards familiar sounds, such as their name or a familiar voice. - Shows increasing attention to people, sounds or activities. - Engages in short periods of shared attention with an adult (joint attention). - Anticipates familiar interactions or routines. 	<ul style="list-style-type: none"> - Responds to familiar words, phrases or instructions. - Understands simple instructions linked to context. - Recognises familiar people, objects or actions when named. 	<ul style="list-style-type: none"> - Uses gesture, vocalisation or actions to communicate intentionally. - Begins to initiate interaction with others (initiating interaction). - Takes part in simple back-and-forth exchanges (turn-taking). - Uses single sounds, gestures or approximations to communicate meaning.
<u>Step 3</u>	<ul style="list-style-type: none"> - Listens to familiar people, sounds or activities for increasing periods. - Maintains shared attention during interactions (joint attention). - Responds to their name and familiar verbal cues. - Engages with songs, rhymes and repeated language patterns. 	<ul style="list-style-type: none"> - Understands simple instructions without full contextual support. - Responds appropriately to simple questions such as 'where is...?' - Recognises familiar vocabulary linked to everyday experiences. - Begins to understand simple concepts such as objects, actions and people. 	<ul style="list-style-type: none"> - Uses single words, signs or symbols to communicate. - Combines gesture with sound or words (multi-modal communication). - Initiates interaction more frequently (initiating interaction). - Participates in simple conversations (turn-taking).

	<u>Attention & Listening</u>	<u>Understanding</u>	<u>Expression & Communication</u>
<u>Step 4</u>	<ul style="list-style-type: none"> - Maintains attention during short adult-led activities. - Listens to and follows simple instructions involving one idea. - Engages with stories, songs and rhymes with increasing focus. - Begins to shift attention between speaker and task (attention shifting). 	<ul style="list-style-type: none"> - Understands a wider range of vocabulary linked to experiences. - Follows simple instructions with more than one element. - Responds to simple 'what', 'where' and 'who' questions. - Begins to understand simple descriptive language. 	<ul style="list-style-type: none"> - Uses words, signs or symbols to communicate needs and ideas. - Begins to combine words into simple phrases. - Takes part in short conversations (turn-taking). - Uses communication to share experiences (functional communication).
<u>Step 5</u>	<ul style="list-style-type: none"> - Maintains attention during longer adult-led activities. - Listens to stories and recalls key elements. - Follows instructions with increasing independence. - Sustains attention within small group interactions (group attention). 	<ul style="list-style-type: none"> - Understands instructions with multiple steps. - Responds to a wider range of questions including 'why' and 'how'. - Understands vocabulary linked to learning topics. - Begins to understand sequencing in language. 	<ul style="list-style-type: none"> - Uses simple sentences to communicate ideas. - Begins to describe events, experiences or objects. - Initiates and maintains conversations (initiating interaction). - Uses communication to explain meaning (expressive language). - Adapts communication depending on context.
<u>Step 6</u>	<ul style="list-style-type: none"> - Sustains attention during extended activities. - Listens and responds appropriately in group situations. - Follows complex instructions with minimal support. - Demonstrates flexible attention (attention control). 	<ul style="list-style-type: none"> - Understands a wide range of vocabulary, including subject-specific language. - Interprets meaning beyond literal language. - Responds appropriately to a range of question types. - Understands sequencing and cause and effect. 	<ul style="list-style-type: none"> - Uses sentences to express ideas clearly. - Develops detail in spoken explanations. - Participates in extended conversations (turn-taking). - Uses language to organise thoughts (verbal reasoning). - Begins to justify opinions.

<p><u>Step 7</u></p>	<ul style="list-style-type: none">- Maintains attention in a range of contexts.- Listens carefully and responds appropriately.- Follows multi-step instructions with increasing independence.- Manages attention between listening and tasks (attention control).	<ul style="list-style-type: none">- Understands a broad range of vocabulary.- Interprets meaning from spoken language with increasing accuracy.- Responds to questions with increasing independence.- Begins to infer meaning (inference).	<ul style="list-style-type: none">- Uses spoken language to communicate ideas clearly.- Begins to organise ideas before speaking (verbal organisation).- Maintains conversations with peers and adults (turn-taking).- Uses vocabulary influenced by experience and reading.- Explains ideas or events with detail (expressive language).
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