



## EYFS and Spoken Language at Hayward's Primary School

The new EYFS Framework became statutory in September 2021. It is structured differently to the National Curriculum and is organised across seven areas of learning rather than subject areas, which all interlink. This document shows how the skills taught across the EYFS feed into the National Curriculum subject of English Spoken Language and lend themselves to be the pre-requisite skills children need in this subject. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Teaching and Learning (CoETL) which detail the ways in which children should be learning from their environment, experiences and activities. These also need to be considered when thinking about how the EYFS Framework links to a certain National Curriculum subject. The table below outlines the relevant **statutory Educational Programmes** linked to **Spoken Language**, which involves activities and experiences for children, as set out under each of the areas of learning, information on the **non-statutory Development Matters** document and the **Characteristics of Effective Teaching and Learning**.

This document also shows which statements from the **2021 Development Matters** are prerequisite skills for Writing within the National Curriculum.

### Communication and Language Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Personal, Social and Emotional Development Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



### Understanding The World Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Expressive Arts and Design Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Development Matters

*"The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration."*

The Development Matters is a **non-statutory** document for EYFS which has been created to support practitioner's understanding of child development and their delivery of teaching. This is a document to guide practitioners to design an effective Early Years curriculum and overall support professional judgement enabling children's individual needs to be supported and build upon their strengths. Other areas of learning will also feed into **Writing**, for example, the area of Personal, Social and Emotional Development plays a significant role in children being able to feel confident to talk about their ideas etc. Please refer to this document for an in depth view of progress within Expressive Readings and Design.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

### Development Matters Statements 2020

#### Spoken Language

#### Listening Skills

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>
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	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> </ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and response.</li> </ul>
Early Learning Goals	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>

### Following Instructions

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Remember rules without needing an adult to remind them.</li> </ul>
Early Learning Goals	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
		Managing Self	<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>

### Asking and Answering Questions

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>Ask questions to find out more and check they understand what has been said to them.</li> </ul>
Early Learning Goals	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>

### Drama, Performance and Confidence



Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>Show more confidence in new social situations.</li> <li>Develop appropriate ways of being assertive.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Create their own songs, or improvise a song around one they know.</li> </ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasing matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
Early Learning Goals	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Sings a range of well-known nursery rhymes and songs.</li> <li>Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

### Vocabulary Building and Standard English

Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</li> <li>Use longer sentences of four to six words.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>Talk about what they see, using a wide vocabulary.</li> </ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Develop social phrases.</li> <li>Use new vocabulary in different contexts.</li> </ul>
Early Learning Goals	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

### Speaking for a Range of Purposes



Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend, and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide range of vocabulary.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</li> </ul>
	Communication and Language		<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Talk about their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>
Early Learning Goals	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their meanings.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>



		Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
		Word Reading	<ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>
		People, Culture and Communities	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>
		Creating with Materials	<ul style="list-style-type: none"> <li>Share their creations, explaining the processes they have used.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
	<b>Participating in Discussion</b>		
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
Reception Children	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul>
Early Learning Goals	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>



	Literacy	Comprehension	<ul style="list-style-type: none"><li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>
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### Characteristics of Effective Teaching and Learning

- **Playing and Exploring** – children investigate and experience things, and ‘have a go’
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things