**EYFS and Spoken Language at Hayward’s Primary School**

The EYFS Framework is structured differently to the National Curriculum. It 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 National Curriculum subject of English, specifically Spoken Language, and lend themselves to be the pre-requisite skills children need in this subject. The table below outlines the most relevant EYFS outcomes from 30-50 months, 40-60 months and the Early Learning Goals (ELGs), brought together from the EYFS Framework. It is also important to remember that underpinning the EYFS Framework are the Characteristics of Effective Learning (CoEL) 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 most relevant EYFS outcomes for Spoken Language are taken from the following areas of learning:**

* **Communication and Language**
* **Personal, Social and Emotional Development**
* **Understanding the World**

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| **Age Band/ELG** | **Area of learning** | | **Aspect of learning** | | **Outcomes/Skills/Learning** |
| **Spoken Language** | | | | | |
| **Listening Skills** | | | | | |
| 30-50 Months | | Communication and Language | | Listening  and Attention | * To listen to others one-to-one or in small groups, when a conversation interests them. * To focus attention – still listen or do, but can shift own attention. * To be able to follow directions (if not intently focused on own choice of activity). |
| 40-60 Months | | Communication and Language | | Listening  and Attention | * To maintain attention, concentrate and sit quietly during appropriate activity. * To have two-channelled attention – can listen and do for short span. |
| Understanding | * To understand humour, e.g. nonsense rhymes, jokes. * To follow a story without pictures or props. |
| ELG | | Communication and Language | | Listening  and Attention | * To listen attentively in a range of situations. * To give their attention to what others say and respond appropriately, while engaged in another activity. |
| **Following Instructions** | | | | | |
| 30-50 Months | | Communication and Language | | Understanding | * To respond to simple instructions, e.g. to get or put away an object. |
| 40-60 Months | | Communication and Language | | Understanding | * To respond to instructions involving a two-part sequence. |
| ELG | | Communication and Language | | Understanding | * To follow instructions involving several ideas or actions. |

* As well as the above, consider the age band development sheets (30-50 months and 40-60 months) and familiarise yourself with all areas of the EYFS framework as other areas of learning will also feed into Spoken Language, for example, the area of Personal, Social and Emotional Development plays a significant role in children being able to feel confident to express and talk about their ideas etc.
* Look also at the Characteristics of Effective Learning (CoEL) and see how these might link to Spoken Language.