



We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together

Spoken Language in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which early years outcomes are prerequisite skills for Spoken Language within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for Spoken Language.

The most relevant early years outcomes for Spoken Language are taken from the following areas of learning:

Communication and Language
Personal, Social and Emotional Development
Understanding the World
Expressive Arts and Design

Listening Skills			
Three and Four Year Olds	Communication and Language		Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Start a conversation with an adult or a friend and continue it for many turns.
	Expressive Arts and Design		Listen with increased attention to sounds
Reception	Communication and Language		Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Expressive Arts and Design		Listen attentively, move to and talk about music, expressing their feelings and response.
ELG	Communication and Language	Listening, Attention and Understanding	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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Personal, Social and Emotional Development	Self-Regulation	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.
Following Instructions			

Three and Four Year Olds	Communication and Language		Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”
Reception	Personal, Social and Emotional Development		Remember rules without needing an adult to remind them.
ELG	Personal, Social and Emotional Development	Self-Regulation	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.
		Managing Self	Explain the reasons for rules, know right from wrong and try to behave accordingly.
Asking and Answering Questions			
Three and Four Year Olds	Communication and Language		Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” Understand ‘why’ questions, like: “Why do you think the caterpillar got sofat?”
Reception	Communication and Language		Ask questions to find out more and check they understand what has been said to them.
ELG	Communication and Language	Listening, Attention and Understanding	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. Make comments about what they have heard and ask questions to clarify their understanding.
		Speaking	Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Drama, Performance and Confidence			
Three and Four Year Olds	Communication and Language		Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions
	Personal, Social and Emotional Development		Show more confidence in new social situations. Develop appropriate ways of being assertive.
	Expressive Arts and Design		Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasing matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or ingroups
ELG	Personal, Social and Emotional Development	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
	Expressive Arts and Design	Being Imaginative and Expressive	Sings a range of well-known nursery rhymes and songs. Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Vocabulary Building and Standard English			
Three and Four year Olds	Communication and Language		Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. Use longer sentences of four to six words.
	Literacy		Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World		Talk about what they see, using a wide vocabulary.
Reception	Communication and Language		Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.
	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Speaking for a Range of Purposes			
Three and Four year Olds	Communication and Language		Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend, and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	Personal, Social and Emotional Development		Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
	Literacy		Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World		Talk about what they see, using a wide range of vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Expressive Arts and Design		Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.
Reception	Communication and Language		Ask questions to find out more and to check they understand what has been said to them.

			Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal, Social and Emotional Development		Express their feelings and consider the feelings of others.
	Understanding the World		Talk about their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside.
	Expressive Arts and Design		Watch and talk about dance and performance art, expressing their feelings and responses.
ELG	Communication and Language	Listening, Attention and Understanding	Make comments about what they have heard and ask questions to clarify their meanings. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
		Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. 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.
	Personal, Social and Emotional Development	Managing Self	Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
		Word Reading	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society.
		People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.

	Expressive Arts and Design	Creating with Materials	Share their creations, explaining the processes they have used.
		Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Participating in Discussion			
Three and Four Year Olds	Communication and Language		Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Literacy		Engage in extended conversations about stories, learning new vocabulary.
Reception	Communication and Language		Articulate their ideas and thoughts in well-formed sentences.
ELG	Communication and Language	Listening, Attention and Understanding	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.
		Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

See also Nursery and Reception Curriculum Maps

Continuous Provision in EYs

Continuous provision in the EYS provides children with daily, ongoing opportunities to continue their own learning within a range of discovery bases.

These bases reflect the seven areas of learning within the EYs Outcomes and ensure that the children are able to practise and consolidate their skills in each area of learning daily.

Evidence of Language development will often be observed in:

- **Builder's Yard**
- **Role Play Areas**
- **Dough Area**
- **Creative Area**
- **Message Centre**
- **Sand and Water Area**
- **Home Corner**
- **Reading Area**
- **Outdoor Classroom**
- **Dinosaur Land**