



Shipham
C of E First School

Inspiring Growth Through Nature and Community



Learning in the EYFS - Spoken Language

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 show the skills taught across EYFS and how they feed into national curriculum subjects. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for speaking and listening within the national curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for spoken language.

The most relevant statements 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

Spoken Language		
Listening Skills		
Three and four year olds	Communication and Language	• Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Can 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.

Spoken Language			
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.”
	Personal, Social and Emotional Development		• Increasingly follow rules, understanding why they are important.
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.

Spoken Language			
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 so fat?”
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.

Spoken Language			
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 in groups.
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