



Spoken Language in Early Years

Main links to the seven areas of learning: **Communication and Language, Personal, Social and Emotional Development, Understanding the World** and **Expressive Arts and Design**

Spoken Language: Listening Skills	
Nursery: Communication and Language	<ul style="list-style-type: none">* 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.
Nursery: Expressive Arts and Design	<ul style="list-style-type: none">* Listen with increased attention to sounds.
Reception: Communication and Language	<ul style="list-style-type: none">* 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.
Reception: Expressive Arts and Design	<ul style="list-style-type: none">* Listen attentively, move to and talk about music, expressing their feelings and response.
Communication and Language ELG	Listening, Attention and Understanding <ul style="list-style-type: none">* 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.

	<ul style="list-style-type: none"> * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Personal, Social and Emotional Development ELG	Self regulation <ul style="list-style-type: none"> * 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	
Nursery: Communication and Language	<ul style="list-style-type: none"> * Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.”
Nursery: Personal, Social, Emotional Development	<ul style="list-style-type: none"> * Remember rules without needing an adult to remind them.
Personal, Social, Emotional Development ELG	Self regulation <ul style="list-style-type: none"> * 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 <ul style="list-style-type: none"> * Explain the reasons for rules, know right from wrong and try to behave accordingly

Spoken Language: Asking and Answering Questions	
Nursery: Communication and Language	<ul style="list-style-type: none"> * 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	<ul style="list-style-type: none"> * Ask questions to find out more and check they understand what has been said to them.
Communication and Language ELG	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> * 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. <p>Speaking</p> <ul style="list-style-type: none"> * 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	
Nursery: Communication and Language	<ul style="list-style-type: none"> * Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
Nursery: Personal, Social and Emotional Development	<ul style="list-style-type: none"> * Show more confidence in new social situations. * Develop appropriate ways of being assertive.
Nursery: Expressive Arts and Design	<ul style="list-style-type: none"> * Create their own songs, or improvise a song around one they know.
Reception: Communication and Language	<ul style="list-style-type: none"> * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

	<ul style="list-style-type: none"> * Learn rhymes, poems and songs.
Reception: Expressive Arts and Design	<ul style="list-style-type: none"> * 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.
Personal, Social and Emotional Development <u>ELG</u>	<p>Managing Self</p> <ul style="list-style-type: none"> * Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
Expressive Arts and Design <u>ELG</u>	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * 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.

Spoken Language: Vocabulary Building and Standard English	
Nursery: Communication and Language	<ul style="list-style-type: none"> * 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.
Nursery: Literacy	<ul style="list-style-type: none"> * Engage in extended conversations about stories, learning new vocabulary.
Nursery: Understanding the World	<ul style="list-style-type: none"> * Talk about what they see, using a wide vocabulary.

<p>Reception: Communication and Language</p>	<ul style="list-style-type: none"> * 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.
<p>Communication and Language ELG</p>	<p>Speaking</p> <ul style="list-style-type: none"> * 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.
<p>Literacy ELG</p>	<p>Comprehension</p> <ul style="list-style-type: none"> * 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.

Spoken Language: Speaking For a Range of Purposes

<p>Nursery: Communication and Language</p>	<ul style="list-style-type: none"> * 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.”
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<p>Nursery: Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> * 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'.
<p>Nursery: Literacy</p>	<ul style="list-style-type: none"> * Engage in extended conversations about stories, learning new vocabulary.
<p>Nursery: Understanding the World</p>	<ul style="list-style-type: none"> * 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.
<p>Nursery: Expressive Arts and Design</p>	<ul style="list-style-type: none"> * 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.
<p>Reception: Communication and Language</p>	<ul style="list-style-type: none"> * 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

	<ul style="list-style-type: none"> * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Reception: Personal, Social and Emotional Development	<ul style="list-style-type: none"> * Express their feelings and consider the feelings of others.
Reception: Understanding the World	<ul style="list-style-type: none"> * 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.
Reception: Expressive Arts and Design	<ul style="list-style-type: none"> * Watch and talk about dance and performance art, expressing their feelings and responses.
Communication and Language ELG	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> * 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. <p>Speaking</p> <ul style="list-style-type: none"> * 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

<p><u>Personal, Social and Emotional ELG</u></p>	<p>Managing Self</p> <ul style="list-style-type: none"> * Explain the reasons for rules, know right from wrong and try to behave accordingly.
<p><u>Literacy ELG</u></p>	<p>Comprehension</p> <ul style="list-style-type: none"> * 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. <p>Word Reading</p> <ul style="list-style-type: none"> * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p><u>Understanding the World ELG</u></p>	<p>Past and Present</p> <ul style="list-style-type: none"> * Talk about the lives of the people around them and their roles in society. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> * 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.
<p><u>Expressive Arts and Design ELG</u></p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> * Share their creations, explaining the processes they have used. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> * 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.

Spoken Language: Participating in Discussion

Nursery: Communication and Language	<ul style="list-style-type: none"> * Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
Nursery: Literacy	<ul style="list-style-type: none"> * Engage in extended conversations about stories, learning new vocabulary.
Reception: Communication and Language	<ul style="list-style-type: none"> * Articulate their ideas and thoughts in well-formed sentences.
Communication and Language <u>ELG</u>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> * 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. * Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking</p> <ul style="list-style-type: none"> * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Literacy <u>ELG</u>	<p>Comprehension</p> <ul style="list-style-type: none"> * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

English: Year One

Spoken language

Pupils should be taught to:

- * listen and respond appropriately to adults and their peers
- * ask relevant questions to extend their understanding and knowledge
- * use relevant strategies to build their vocabulary
- * articulate and justify answers, arguments and opinions
- * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- * speak audibly and fluently with an increasing command of Standard English
- * participate in discussions, presentations, performances, role play, improvisations and debates
- * gain, maintain and monitor the interest of the listener(s)
- * consider and evaluate different viewpoints, attending to and building on the contributions of others
- * select and use appropriate registers for effective communication.

Reading – word reading

Pupils should be taught to:

- * apply phonic knowledge and skills as the route to decode words
- * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

	<ul style="list-style-type: none"> * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading.
Reading - comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ♣ being encouraged to link what they read or hear read to their own experiences ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ♣ recognising and joining in with predictable phrases ♣ learning to appreciate rhymes and poems, and to recite some by heart ♣ discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ discussing the significance of the title and events ♣ making inferences on the basis of what is being said and done ♣ predicting what might happen on the basis of what has been read so far

	<ul style="list-style-type: none"> * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.
Writing - transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * spell: ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week * name the letters of the alphabet: ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound * add prefixes and suffixes: ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un– ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] * apply simple spelling rules and guidance, as listed in English Appendix * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these
Writing - composition	<p>Pupils should be taught to:</p>

	<ul style="list-style-type: none"> * write sentences by: ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher.
Writing – vocabulary, punctuation and grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * develop their understanding of the concepts set out in English Appendix 2 by: ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ♣ learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing

How can EYFS children learn about Spoken Language?

- * Communication friendly spaces
- * Open ended activities
- * books and literacy areas
- * role play areas
- * small world areas
- * dens and wigwam
- * collaborative activities promoted and modelled
- * favourite and familiar stories revisited and available

Ideas to enhance the setting:

- * range of books, fiction and non fiction
- * poems, songs, rhymes and music
- * resources such as puppets and dressing up clothing
- * “real life” materials such as bowls, spoons, kitchen utensils
- * natural objects such as pebbles, stones, sticks, shells