



Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Exploring speaking and listening in the Early Years Foundation Stage

How does the curriculum provide a foundation of speaking and listening skills and knowledge in the EYFS?

Development Matters (linked to speaking and listening)	Early Learning Goals (linked to speaking and listening)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p>Three- and Four-Year Olds</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • 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?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a 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.” 	<p>Communication and Language Listening, Attention & 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. • 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 when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and 	<p>Spoken language</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Daily ‘RWI’ phonic sessions. • Decodable reading books that match the children’s phonic knowledge. • Speech and Language intervention to support children with language catch-up. • Dough disco and Squiggle Whilst you Wiggle programmes to support fine motor development. • Planning from the children’s ideas. • Wow experience days to excite and motivate the children’s interests e.g. Jack delivers the magic beans • Phonic sound working walls for children to access resources. • Adults using questioning to further develop the children’s learning • Listening to and joining in with daily rhymes. • Daily story sessions • Playing with the story bags and using props to retell familiar stories. • Encouraging children to talk in full sentences. • Using ‘stem’ sentences in all areas of the curriculum to support language development. • Vocabulary and word choices to extend vocabulary. • Orally retelling stories using story maps and drama.

<p>Reception</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • 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. • Engage in storytimes. • 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 carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>making use of conjunctions, with modelling and support from their teacher.</p> <p>Literacy</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. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Expressive Arts & Design</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative & Expressive:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others. 	<ul style="list-style-type: none"> • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<ul style="list-style-type: none"> • Retelling stories and using their imagination in the small world play • Children encouraged to share their ideas and be part of group discussions • Show and tell sessions • Performing songs and stories • Class discussions in all areas of the curriculum, as well as valued contributions in worship times • Children's ideas being listened to and valued. • Weekly News activities to share learning outside of school.
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