



Spoken Language in EYFS: What English Subject Leaders Need to Know

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 statements from the 2021 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

Taken from the Our Lady & St Benedict Catholic Academy EYFS LTP

Nursery	<p><u>Listening.</u> <u>Attention and Understanding</u> Children will point out objects/pictures in a story.</p> <p>They will enjoy listening to longer regular stories in class.</p> <p><u>Speaking</u> Children will sing a large repertoire of songs, including weekly nursery rhymes.</p> <p>Children will be given many opportunities to engage in conversation with adults during activity times and</p>	<p><u>Listening.</u> <u>Attention and Understanding</u> Children will understand 'what' questions.</p> <p>Children will follow some two-part instructions.</p> <p><u>Speaking</u> Children will know and be able to sing a number of nursery rhymes without support. Children will know about and discuss different people who help us.</p> <p>Children will use talk to organise role play in a home corner and</p>	<p><u>Listening.</u> <u>Attention and Understanding</u> Children will understand 'where' questions.</p> <p>Children will be able to follow an increasing number of two-part instructions.</p> <p><u>Speaking</u> Children will make some sensible predictions in new and unfamiliar stories based on what they have read before.</p> <p>Children will know and use vocabulary linked</p>	<p><u>Listening.</u> <u>Attention and Understanding</u> Children will understand 'when' questions.</p> <p>Children will be able to talk about some of the reasons why it is important for them to listen.</p> <p><u>Speaking</u> Children will know and retell key repeating parts of the stories 'The Very Hungry Caterpillar' and 'What the Ladybird Heard'.</p> <p>Children will know and use vocabulary linked</p>	<p><u>Listening.</u> <u>Attention and Understanding</u> Children will understand 'who' questions.</p> <p>Children will begin to use some new vocabulary throughout the day.</p> <p><u>Speaking</u> Children will know and retell the stories 'The Rainbow Fish' and 'Barry the Fish With Fingers'.</p> <p>Children will know and use vocabulary linked to their theme 'Under the Sea'.</p>	<p><u>Listening.</u> <u>Attention and Understanding</u> Children will understand and answer 'why' questions.</p> <p>Children will asks some questions to clarify understanding.</p> <p><u>Speaking</u> Children will know and retell the stories 'Shark in the Park', 'The Snail and the Whale' and 'Commotion in the Ocean.'</p> <p>Children will know and use vocabulary linked to their theme 'Under the Sea.'</p>
---------	---	---	---	---	---	--

	teacher lead sessions.	Santa's Grotto Children will know and use vocabulary linked to their theme of Nursery Rhymes.	to their 'Animals' theme.	to their theme 'Minibeasts'		
Reception	<p><u>Listening, Attention and Understanding</u> Children will listen carefully to a story.</p> <p>Children will ask a range of questions including what, who, when, where and why.</p> <p><u>Speaking</u> Children will know and retell aspects of 'Jack and the Beanstalk', 'Jasper's Beanstalk' and 'Into the Forest' using story maps to support their sentence composition.</p> <p>Children will know and use vocabulary linked to their theme Giants and Wolves.</p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will ask a range of questions including what, who, when, where and why.</p> <p><u>Speaking</u> Children will know and retell aspects of 'The True Story of Mr Wolf', 'Mr Wolf's Pancakes and The Jolly Christmas Postman' using story maps to support their sentence composition.</p> <p>Children will know and use vocabulary linked to their theme Giants and Wolves.</p>	<p><u>Listening, Attention and Understanding</u> Children will talk about key events in a story.</p> <p>Children will ask a range of questions including what, who, when, where and why.</p> <p><u>Speaking</u> Children will know and retell aspects of 'Dinosaur Roar!', 'Dinosaurs and all that Rubbish' and 'Tyrannosaurus Drip' using story maps to support their sentence composition.</p> <p>Children will know and use vocabulary linked to their theme Dinosaurs and Beasts.</p>	<p><u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask relevant questions based on what they have heard.</p> <p><u>Speaking</u> Children will know and retell aspects of 'Where the Wild Things Are', 'Bog Baby' and 'The Grotlyn' using story maps to support their sentence composition.</p> <p>Children will know and use vocabulary linked to their theme Dinosaurs and Beasts.</p>	<p><u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences.</p> <p>Children will make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking</u> Children will know and retell aspects of 'Captain Flinn and the Pirate Dinosaurs', 'Meg and the Pirate' and 'Peter Pan' using story maps to support their sentence composition.</p> <p>Children will know and use vocabulary linked to their theme Pirates.</p> <p>Children will express ideas using past and present tense.</p>	<p><u>Listening, Attention and Understanding</u> Children will 'hot seat' characters from a story.</p> <p>Children will be able to hold long conversations while engaged in activities with both their peers and adults.</p> <p><u>Speaking</u> Children will know and retell aspects of 'Supertato', 'SuperBat' and 'My Mum the Superhero' using story maps to support their sentence composition.</p> <p>Children will know and use vocabulary linked to their theme Superheroes</p> <p>Children will express ideas using past and present tense.</p>

Outcomes from Development Matters

Spoken Language		
Listening Skills		
Three and Four-Year-Olds	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.
	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.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and response.
ELG	Communication and Language	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. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Personal, Social and Emotional Development	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.

Following Instructions			
Three and Four-Year-Olds	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."
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Remember rules without needing an adult to remind them.
ELG	Personal, Social and Emotional Development	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.
Asking and Answering Questions			
Three and Four-Year-Olds	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.
ELG	Communication and Language	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.
		Speaking	<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.
Drama, Performance and Confidence			
Three and Four-Year-Olds	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.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Show more confidence in new social situations. Develop appropriate ways of being assertive.
	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. Learn rhymes, poems and songs.
	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.
ELG	Personal, Social and Emotional Development	Managing Self	<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	Being Imaginative and Expressive	<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.

Vocabulary Building and Standard English			
Three and Four-Year-Olds	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.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World		<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary.
Reception	Communication and Language		<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.
ELG	Communication and Language	Speaking	<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.
	Literacy	Comprehension	<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.
Speaking for a Range of Purposes			
Three and Four-Year-Olds	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. • 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		<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'.
	Literacy		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World		<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.
	Expressive Arts and Design		<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.

Reception	Communication and Language		<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. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others.
	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.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses.
ELG	Communication and Language	Listening, Attention and Understanding	<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.
		Speaking	<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.
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Literacy	Comprehension	<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.
		Word Reading	<ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society.
		People, Culture and Communities	<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.

ELG	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Share their creations, explaining the processes they have used.
		Being Imaginative and Expressive	<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.
Participating in Discussion			
Three and Four-Year-Olds	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.
	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.
ELG	Communication and Language	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. • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<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	Comprehension	<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.