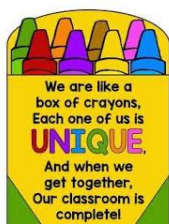




Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity



Spoken Language in Early Years

Foundation Stage at Baslow St Anne's
CofE Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Communication and Language:

'The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.'

The EYFS Statutory Framework says for Personal, Social and Emotional Development:

'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.'

The EYFS Statutory Framework says for Expressive Arts and Design:-

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.'

The EYFS Statutory Framework says for Understanding the World:

‘Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children’s vocabulary will support later reading comprehension. ‘

This document outlines which statements from the Birth to 5 matters age ranges three to four year olds and Reception and the Early Learning Goals in the EYFS statutory framework are prerequisite skills for Spoken Language within the national curriculum.

The most relevant statements for Spoken Language are taken from the following area of learning:

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

Age Range	Listening Skills
3 – 4 Year olds	<u>Communication and Language</u> 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. <u>Expressive Arts and Design</u> Listen with increased attention to sounds
Reception (4 – 5 year olds)	<u>Communication and Language</u> 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 <u>Expressive Arts and Design</u> Listen attentively, move to and talk about music, expressing their feelings and response.
End of Reception Early Learning Goals (ELG)	<u>Communication and Language – listening, attention and understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers 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. <u>Personal, Social and Emotional Development – self regulation</u> 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.
Age Range	Following instructions
3 – 4 Year olds	<u>Communication and Language</u> Understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” <u>Expressive Arts and Design</u> Remember rules without needing an adult to remind them.
End of Reception Early Learning Goals (ELG)	<u>Personal, Social and Emotional Development – self regulation</u> 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
Age Range	Asking and answering questions
3 – 4 Year olds	<u>Communication and Language</u> 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 (4 – 5 year olds)	<u>Communication and Language</u> Ask questions to find out more and check they understand what has been said to them.
End of Reception Early Learning Goals (ELG)	<u>Communication and Language – listening, attention and understanding</u> 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.
Age Range	Drama, performance and confidence
3 – 4 Year olds	<u>Communication and Language</u> Be able to express a point of view and debate when they disagree with an adult or friend, using

	words as well as actions. <u>Personal, Social and Emotional development</u> Show more confidence in new social situations. Develop appropriate ways of being assertive. <u>Expressive Arts and Design</u> Create their own songs, or improvise a song around one they know.
Reception (4 – 5 year olds)	<u>Communication and Language</u> 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. <u>Expressive Arts and Design</u> 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.
End of Reception Early Learning Goals (ELG)	<u>Personal, Social and Emotional Development – managing self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. <u>Expressive Arts and Design – Being imaginative and expressive</u> 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.
Age Range	Vocabulary Building and Standard English
3 – 4 Year olds	<u>Communication and Language</u> 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. <u>Literacy</u> Engage in extended conversations about stories, learning new vocabulary. <u>Understanding the World</u> Talk about what they see, using a wide vocabulary.
Reception (4 – 5 year olds)	<u>Communication and Language</u> 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.
End of Reception Early Learning Goals (ELG)	<u>Communication and Language – speaking</u> 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. <u>Literacy – comprehension</u> 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.
Age Range	Speaking for a range of purposes
3 – 4 Year olds	<u>Communication and Language</u> 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.” <u>Personal, Social and Emotional Development</u> 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’. <u>Literacy</u> Engage in extended conversations about stories, learning new vocabulary.

	<u>Understanding the World</u> 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. <u>Expressive Arts and Design</u> 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 (4 – 5 year olds)	<u>Communication and Language</u> 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. <u>Personal, Social and Emotional Development</u> Express their feelings and consider the feelings of others. <u>Understanding the World</u> 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. <u>Expressive Arts and Design</u> Watch and talk about dance and performance art, expressing their feelings and responses.
End of Reception Early Learning Goals (ELG)	<u>Communication and Language – listening, attention and understanding</u> 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. - <u>Speaking</u> 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. <u>Personal, Social and Emotional Development – managing self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly. <u>Literacy – comprehension</u> 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. - <u>word reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Understanding the World – past and present</u> Talk about the lives of the people around them and their roles in society. - <u>People, culture and communities</u> 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. <u>Expressive Arts and Design – creating with materials</u> Share their creations, explaining the processes they have used. - <u>Being imaginative and Expressive</u>

	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.
Age Range	Participating in Discussion
4 – 4 Year olds	<u>Communication and Language</u> Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. <u>Literacy</u> Engage in extended conversations about stories, learning new vocabulary.
Reception (4 – 5 year olds)	<u>Communication and Language</u> Articulate their ideas and thoughts in well-formed sentences.
End of Reception Early Learning Goals (ELG)	<u>Communication and Language – listening, attention and understanding</u> 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. - <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <u>Literacy – comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

EYFS (Reception) Literacy yearly curriculum overview (subject to change with differing intake and interests)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible texts	Transition texts Dinosaur themed stories Colour monster Little red hen	Autumn non fiction Diwali – fiction and non fiction Nativity story Christmas stories Stick man	Animal fiction and non fiction Kind Stories from around the world	Mr Wolf's pancakes Jack and the beanstalk Traditional tales Plant based stories and non fiction – eg The tiny seed	Superhero stories eg Superworm, Nat Fantastic Non fiction people who help us Traditional tales	Under the sea and seaside stories and non fiction texts Pirates love underpants and other pirate stories Transition texts
Possible enrichment opportunities (Other festivals and celebrations are used but may vary on dates each year eg Diwali, Ramadan/Eid Al Fitr)	Black History Month National poetry day Harvest festival World mental health day	Bonfire Night Remembrance Day St Andrews Day Hanukkah Advent Christmas	New Year's Day Shrove Tuesday Big Schools Birdwatch RSPB World religion day Safer internet day National storytelling week	Lunar New Year British science week St Davids day St Patricks day Holi Mothers day Palm Sunday Easter	St Georges day May day Earth day World Ocean day	Fathers day Sports day School trip
Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains.	Beginning to retell stories. Retell stories related to events through acting/ role play. Retelling stories using images / apps.	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their	Explaining the stories they have listened to or read themselves Retell a story with actions and /or picture	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently

	Environment print. Having a favourite story/rhyme Understand the five key concepts about print: - print has meaning – print can have different purposes we read English text from left to right and from top to bottom learn the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities Engage in extended conversations about stories, learning new vocabulary.	Retelling of stories. And orally retelling new stories Sequence story – use vocabulary of beginning, middle and end (use story mountain) Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story.	the main character. Encourage children to record stories through picture drawing/mark making Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few tricky words linked to LW Ensure home reading books match their phonic knowledge. Use recently introduced vocab during discussions about stories and discussions about stories and during role play	understanding and enjoyment Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books They develop their own narratives and explanations by connecting ideas and events. World Book Day Activities.	prompts as part of a group Use story language when acting out a narrative. Rhyming words Can explain the main events of a story. Can draw pictures of characters/ events/ setting in a story May include labels, sentences of captions Information file about superhero	introduced vocabulary Can draw pictures of characters/ event/ setting in a story. Listen to stories, anticipating key events & respond to what they hear with relevant comments, questions and reactions. Makes predictions Fiction and Non-Fiction: Beginning to understand that a non fiction is a non story – gives information.Fiction means story Can point to front cover, back cover, spine, blurb, illustration , illustrator , author and title.
Word reading	Little Wandle (phase 2) S a t p l n m d g o c k c k e u r h b f l is I the	Little Wandle (phase 2) Ff ll ss j v w x y z zz qu ch sh th ng nk Words with - s /s/ added at the end Words with - s /z/ (his) and -s /z/ added at the end (bags)	Little Wandle (phase 3) ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words	Little Wandle (phase 3) Review Phase 3 (Spring 1) longer words, including those with double letters	Little Wandle (phase 4) Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and	Little Wandle (phase 4) Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC

		put* pull* full* as and has his her go no to into she push* he of we me be	was you they my by all are sure pure	words with – s /z/ in the middle words with – es /z/ at the end words with – s /s/ and /z/ at the end review all tricky words so far	compound words words ending in suffixes: ing, –ed /t/, –ed /id/ /ed/, –est said so have like some come love do were here little says there when what one out today	words ending in suffixes: ing, –ed /t/, – ed /id/ /ed/, – ed /d/ –er, – est longer words and compound words review all tricky words taught so far
Writing	Name tracing, copying and writing Writing random letters Scribble writing Drawing pictures Writing initial sounds for words	Name copying and writing Drawing pictures Initial sounds for words Cvc words	Beginning to form recognisable letters Writing cvc words Writing phonetically decodable words Writing short phrases and captions	Continue to form recognisable letters Write phonetically decodable words Writing short phrases and captions	Continue to form recognisable letters Writing short phrases and captions	Writing phonetically decodable words Simple sentences Simple short narratives Simple lists and instructions

Reception Ongoing Provision	Squiggle whilst you wriggle: Develop gross and fine motor control, skills progression for writing, develop pencil control Mark making: Use variety of stimuli to encourage writing with symbols/sounds/words/phrases/sentences, variety of purposes to stimulate writing . Story time/Love of Reading: Engage in and talk about books, retell stories and act out parts of a story, story sacks, story mountain, class puppet - Grandad Writing in provision areas: Create their own phonological awareness, orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds Song time Learn new vocabulary, engage in and talk about rhyme, anticipate repetitive language, learn rhymes, poems and songs
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Key vocabulary used for the teaching and learning of Literacy in the Early Years:-

fiction, non-fiction, information, facts, write, sequence, sentence, question, sounds, letters, words, caption, full stop, capital letter, lower case, character, villain, setting, traditional tale.

