

Waterville Primary School Progression of Skills in English – Spoken Language

EYFS

Three areas of the EYFS are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development.

Educational Programme 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, story-telling 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.

Listening and Responding	Questioning	Oral Rehearsal Presenting	Vocabulary	Talking with others
<p>3-4-year olds.</p> <ul style="list-style-type: none"> -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. -Listen with increased attention to sounds. 	<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?” 	<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. -Show more confidence in new social situations. -Develop appropriate ways of being assertive. -Create their own songs, or improvise a song around one they know. 	<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. -Engage in extended conversations about stories, learning new vocabulary. -Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> -Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” -Play with one or more other children, extending and elaborating play ideas. -Talk about their feelings. -Talk about their surroundings. -Talk with others to solve conflict. -Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.
<p>4-5-year olds</p> <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. -Listen attentively, move to and talk about music, expressing their feelings and response. 	<ul style="list-style-type: none"> -Ask questions to find out more and check they understand what has been said to them. 	<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. -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. 	<ul style="list-style-type: none"> -Learn new vocabulary. -Use new vocabulary throughout the day and in different contexts. -Articulate their ideas and thoughts in well-formed sentences. -Develop social phrases. -Use new vocabulary in different contexts. 	<ul style="list-style-type: none"> -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities. -Explain how things work and why they might happen. -Develop social phrases. -Express their feelings and consider the feelings of others. -Talk about their immediate family and community.
<p>Early Learning Goals</p> <ul style="list-style-type: none"> -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -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. 	<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. -Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<ul style="list-style-type: none"> -Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. -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. 	<ul style="list-style-type: none"> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. -Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<ul style="list-style-type: none"> -Express their ideas and feelings about their experiences using full sentences, including use of correct tenses and conjunctions, with modelling and support from their teacher. -Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. -Talk about the lives of the people around them and their roles in society.