



Learning and Teaching in the EYFS - What English Subject Leaders Need to Know about Oracy/Speaking

School Readiness Intent: At St Francis CE Primary School, we will endeavour to provide high quality English skills that will provide children with a voice to share their ideas with the world. The English curriculum is intrinsic to education as it entails the teaching of how to speak, read and write fluently and confidently, to ensure a child's development into a participating and productive member of society. Oracy has always been at the forefront of our school improvement plan. We know language development is an area of key importance to our pupils. We use this as our driving force to improve children's spoken language and vocabulary which has a positive impact on all wider subjects. We believe that we have a vital role to play in developing our children's language to prepare them to communicate, read and write well in the future, as this not only underpins academic success in every subject but is fundamental for building fulfilling careers and rewarding lives. We see oracy as part of the school's pedagogy, not a standalone lesson or subject and we expect it to be threaded through daily school life.

EYFS Intent: Many of our pupils start nursery life without the oracy skills relevant for their age. (EAL is approximately 60% of the class.) We strive to develop their spoken language skills through our oracy-based curriculum, dialogic classrooms and the ethos of our staff. We hold high expectations of spoken language and children's listening skills and this is upheld by the whole school community. Oracy is embedded in all year groups throughout the EYFS and all children are exposed to 'talk rich' environments. We are aware that children take time to develop their oracy skills and we aim to support each child with their listening and attention skills, their speaking skills, but most importantly, their understanding skills.

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 2020 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 Birth to 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 area of learning:

- Communication and Language

English – Oracy Skills Progression Map



EYFS Stage	Development Matters: Communication and Language	Implementation/ Context
Birth to Three 	• Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Copy your gestures and words. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. • Make themselves understood, and can become frustrated when they cannot. • Listen to other people's talk with interest, but can easily be distracted by other things. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures.	Practitioners sing and chant to the children during the day and they choose a child volunteer to help sing at the front. Key group times are planned to develop speaking skills and the art of turn taking through conversation, checking children's understanding. Listening and attention and speaking are the tip of the iceberg; the largest part of the iceberg is under the water and represents understanding. Understanding is vital to move children's learning forward. Listening and attention & Speaking  Understanding When children are playing an adult will model talking through their play and encourage them to talk about their play using questions. Key group story times take place and children are encouraged to join in with key words and children are asked what, where, who questions about the story and the illustrations. Practitioners will use signs to communicate whilst saying the word at the same time to help develop communication skills and learn key words in the child's home language.

English – Oracy Skills Progression Map



EYFS Stage	Development Matters: Communication and Language	Implementation/ Context
Three to Four Year Olds 	• 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. • 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 - multisyllabic 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.”	Practitioners sing and chant to the children during the day and they choose a child volunteer to help sing at the front. When children are playing an adult will model talking through their play and encourage them to talk about their play using questions. Regular story times take place and children are encouraged to join in with key words. Children are also chosen to act out the story and demonstrate to their peers. Practitioners use signs/actions to communicate as they say the word to help develop communication skills and reinforce understanding. Supersonic Phonic Friends Synthetic Phonics Programme – Firm Foundations Mini microphones are used for children to talk into and record sounds or words they say and their ideas and they can be played back. Children perform – Christmas Singalong, Storytelling Work Shop, Easter Singalong, Phonics Workshop etc. At the end of the session, children are encouraged to talk about what they have done/enjoyed/played with today. Children are encouraged to talk through questioning. Story Talk Time is used to support children to retell stories/use story maps. Children use actions to go with the words they say when Story Telling. Large paper is used to record children’s ideas—the children must say what they want the practitioner to write and the practitioner scribes. Carefully planned questions are asked during adult led time to encourage ideas, simple reasoning and sequencing for each Key Group. They are also encouraged to reflect on the lessons using words and sentences. Basic partner talk is encouraged during carpet time and continuous provision.



English – Oracy Skills Progression Map

EYFS Stage	Development Matters: Communication and Language		Implementation/ Context
Reception 	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary throughout 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 story times. • 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.		Daily phonics sessions provide many opportunities for oracy. Children repeat and read sounds, words, phrases and sentences. Partner talk (Talk Partners) is encouraged during phonics sessions, carpet time and continuous provision. (Supersonic Phonic Friends Synthetic Phonics Programme) Interactive lessons encourage children to talk about what is happening in the lesson and they discuss new books that they read as a class. Vocabulary bookmarks are used to share the meaning of words, which children can later use. Conceptual vocabulary is displayed on subject PowerPoints and shared verbally with the children. Children later use these words when talking about their learning or work. My turn, your turn is used by teachers to model how to say words, phrases and sentences. Questioning is used during sessions, work-based activities and continuous provision to encourage children to communicate their ideas and simple reasoning. They are also encouraged to reflect on the lessons using words and sentences. Children perform a few songs in the Christmas performance for parents. Fruit monitors have the role to ask other children what fruit they would like that day and peers reply.
Early Learning Goals 	Communication and Language	Speaking:	• 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 making use of conjunctions, with modelling and support from their teacher.

The Characteristics of Effective Learning and Teaching

Playing and exploring

Engagement:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



Active Learning

Motivation:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do



Creating and thinking critically

Thinking:

- Having their own ideas
- Making links
- Choosing ways to do things

