

EYFS: Oracy (Spoken Language)



The relevant early years outcomes for spoken language are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World

| Spoken Language | | | |
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| Listening Skills | | | |
| 30-50 Months | Communication and Language | Listening and Attention | <ul style="list-style-type: none"> • To listen to others one-to-one or in small groups, when a conversation interests them. • To focus attention – still listen or do, but can shift own attention. • To be able to follow directions (if not intently focused on own choice of activity). |
| 40-60 Months | Communication and Language | Listening and Attention | <ul style="list-style-type: none"> • To maintain attention, concentrate and sit quietly during appropriate activity. • To have two-channelled attention – can listen and do for short span. |
| | | Understanding | <ul style="list-style-type: none"> • To understand humour, e.g. nonsense rhymes, jokes. • To follow a story without pictures or props. |
| ELG | Communication and Language | Listening and Attention | <ul style="list-style-type: none"> • To listen attentively in a range of situations. • To give their attention to what others say and respond appropriately, while engaged in another activity. |
| Following Instructions | | | |
| 30-50 Months | Communication and Language | Understanding | <ul style="list-style-type: none"> • To respond to simple instructions, e.g. to get or put away an object. |
| 40-60 Months | Communication and Language | Understanding | <ul style="list-style-type: none"> • To respond to instructions involving a two-part sequence. |
| ELG | Communication and Language | Understanding | <ul style="list-style-type: none"> • To follow instructions involving several ideas or actions. |

| Asking and Answering Questions | | | |
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| 30-50 Months | Communication and Language | Understanding | <ul style="list-style-type: none"> To begin to understand 'why' and 'how' questions. |
| | | Speaking | <ul style="list-style-type: none"> To question why things happen and give explanations and ask questions, e.g. who, what, when, how. |
| | Understanding the World | The World | <ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. |
| 40-60 Months | Personal, Social and Emotional Development | Making Relationships | <ul style="list-style-type: none"> To ask appropriate questions of others. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> To answer 'how' and 'why' questions about their experiences and in response to stories or events. |
| Drama, Performance and Confidence | | | |
| 30-50 Months | Personal, Social and Emotional Development | Self-Confidence and Self-Awareness | <ul style="list-style-type: none"> To talk confidently with other children when playing and communicate freely about own home and community. |
| | Communication and Language | Speaking | <ul style="list-style-type: none"> To use intonation, rhythm and phrasing to make the meaning clear to others. |
| 40-60 Months | Personal, Social and Emotional Development | Self-Confidence and Self-Awareness | <ul style="list-style-type: none"> To confidently speak to others about own needs, wants, interests and opinions. |
| ELG | Personal, Social and Emotional Development | Self-Confidence and Self-Awareness | <ul style="list-style-type: none"> To speak confidently in a familiar group and talk about their ideas. |
| | Communication and Language | Speaking | <ul style="list-style-type: none"> To express themselves effectively, showing awareness of listeners' needs. |
| Vocabulary Building and Standard English | | | |
| 30-50 Months | Communication and Language | Speaking | <ul style="list-style-type: none"> To begin to use more complex sentences to link thoughts (e.g. using and, because). To use a range of tenses (e.g. play, playing, will play, played). To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. |

| Speaking for a Range of Purposes | | | |
|----------------------------------|--|------------------------|---|
| 30-50 Months | Communication and Language | Speaking | <ul style="list-style-type: none"> To retell a simple past event in correct order. For example, 'I went down slide'. To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play. For example, 'this box is my castle'. |
| | Understanding the World | People and Communities | <ul style="list-style-type: none"> To remember and talk about significant events in their own experience. To recognise and describe special times or events for family or friends. |
| | | The World | <ul style="list-style-type: none"> To talk about why things happen and how things work. |
| 40-60 Months | Communication and Language | Speaking | <ul style="list-style-type: none"> To use language to imagine and recreate roles and experiences in play situations. To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. |
| | Personal, Social and Emotional Development | Making Relationships | <ul style="list-style-type: none"> To explain own knowledge and understanding. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> To develop their own narratives and explanations by connecting ideas or events. |
| Participating in Discussion | | | |
| 40-60 Months | Personal, Social and Emotional Development | Making Relationships | <ul style="list-style-type: none"> To initiate conversations, attend to and take account of what others say. |
| | Communication and Language | Understanding | <ul style="list-style-type: none"> To listen and respond to ideas expressed by others in conversation or discussion. |