

Penwortham Primary School

Oracy in EYFS



Learning in EYFS

Our children learn through active play which may be adult led or child led. Pupils have access to indoor and outdoor activity areas of continuous provision.

The EYFS framework is structured differently to the National Curriculum and is organised across seven areas of learning rather than subjects. However, these areas of learning prepare children for National Curriculum subject learning as they move into Year 1.

This document demonstrates the statements from 2020 Development Matters which are pre requisite skills for **speaking** in the National Curriculum. It shows the relevant statements taken from the Early Learning Goals.

The most relevant statements for science are taken from the following areas of learning:

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

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.• Ask questions to find out more and check they understand what has been said to them.• 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.• 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.• Describe events in some detail.
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			<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Literacy			
Expressive Arts and Design			<p>Listen attentively, move to and talk about music, expressing their feelings and response.</p> <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.
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.
Personal, Social and Emotional development			Express their feelings and consider the feelings of others.
Early Learning Goals	Personal, Social And emotional development	Self regulation	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 Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
	Communication and Language	Listening and 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.
		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. 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

			<ul style="list-style-type: none"> 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.
		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
	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.
	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, communities and culture	<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.
	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.