



PEMBRIDGE CE PRIMARY SCHOOL

Inspiring learning through faith and values

EXPLORING SPEAKING & LISTENING in the EYFS

Pembroke is a school where we encourage everyone to be **inspired** through faith in God and to live by Christian values so that our **teaching and learning** is of the highest quality, our whole community **flourishes** and we reflect all that is worthy of **praise**.

How do we provide a foundation of historical skills and knowledge in the EYFS?		
The Early Learning Goals (linked to English)	Specific learning to Pembroke CE Primary School	How might this look like in our Early Years provision?
Children at the expected level of development will: Communication and Language Listening, Attention & Understanding: - 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: - 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. Literacy Comprehension: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Expressive Arts & Design Creating with Materials: - Make use of props and materials when role playing characters in narratives and stories. Being Imaginative & Expressive: - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others.	- Daily 'Letters and Sounds' phonic sessions. - Decodable reading books that match the children's phonic knowledge. - We follow Literacy Shed Plus and Jane Considine's English Unit Plans for writing. - Termly Worship, run by the children, showcasing their speaking and performing skills – including retelling stories, rhymes and poems. - NELI intervention to support children with language catch-up. - Dough disco and Squiggle Whilst you Wiggle programmes to support fine motor development. - Planning from the children's ideas. - Wow experience days to excite and motivate the children's interests e.g. a dinosaur arriving in the post after reading Dear Zoo. - English and Phonic working walls for children to access resources.	- Daily phonics. - Adults using questioning to further develop the children's learning (Blooms) - Listening to and joining in with weekly rhymes. - Daily story sessions - Playing with the story boxes and using props to retell familiar stories. - NELI intervention group to support language catch up. - Encouraging children to talk in full sentences. - Using 'stem' sentences in all areas of the curriculum to support language development. - Grandma Fantastic – vocabulary and word choices to extend vocabulary. - Orally retelling stories using story maps and drama. - Drama sessions - Retelling stories and using their imagination in the small world play - Children encouraged to share their ideas and be part of group discussions - Show and tell sessions - Performing songs and stories in Class Worship and the Christmas Nativity. - Class discussions in all areas of the curriculum - Children's ideas being listened to and valued.