



EYFS links to MFL			
Age bands	Development Matters	Ranges	Birth to 5 Matters
0-3	<ul style="list-style-type: none"> • 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. • Use the speech sounds p, b, m, w. Pronounce: •/r/w/y•f/th•s/sh/ch/dz/j•multi-syllabic words such as 'banana' and 'computer' 	1	<p>Listens to, distinguishes and responds to intonations and sounds of voices</p> <p>Looks intently at a person talking, but stops responding if speaker turns away</p> <p>Reacts in interaction with others by smiling, looking and moving</p> <p>Points and looks to make requests and to share an interest</p> <p>Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like baba, nono, gogo</p>
3-4	<ul style="list-style-type: none"> • 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•multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Start a conversation with an adult or a friend and continue it for many turns. • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Understand the five key concepts about print (print has meaning, print can have different purposes, we read English text from left to right and from top to bottom) • Develop their phonological awareness • Write some letters accurately. 	2	<p>Enjoys laughing and being playful with others</p> <p>Understanding of single words in context is developing, e.g. cup, milk, daddy</p> <p>Uses sounds in play, e.g. brrrr for toy car</p> <p>Uses single words</p> <p>Frequently imitates words and sounds</p> <p>Enjoys babbling and increasingly experiments with using sounds</p> <p>Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)</p> <p>Creates personal words as they begin to develop language</p>

Rec'	<ul style="list-style-type: none"> ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Read individual letters by saying the sounds for them ● Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. ● Read some letter groups that each represent one sound and say sounds for them. 	3	<p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Understands simple sentences (e.g. Throw the ball)</p> <p>Copies familiar expressions, e.g. Oh dear, All gone. •</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) •</p> <p>Beginning to put two words together (e.g. Want ball, More juice)</p> <ul style="list-style-type: none"> • Beginning to ask simple questions • Beginning to talk about people and things that are not present • <p>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it</p>
ELG		4	<p>Shows interest in play with sounds, songs and rhymes</p> <p>Listens with interest to the noises adults make when they read stories</p> <p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet</p> <p>Uses language to share feelings, experiences and thoughts •</p> <p>Holds a conversation, jumping from topic to topic •</p> <p>Learns new words very rapidly and is able to use them in communicating •</p> <p>Uses a variety of questions (e.g. what, where, who) • Uses longer sentences (e.g. Mummy gonna work)</p>
		5	<p>Listens to others in one-to-one or small groups,</p>

<p>Opportunities within Provision</p>			<p>when conversation interests them</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>
		6	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</p>

EYFS MFL skills

--

EYFS MFL knowledge

--

Key Vocabulary

--