**Willow Nursery School**

**Policy for Communication and Language**

**Rationale**

At Willow Nursery School, we aim to support and extend children’s learning and competence in communication and language. We aim provide opportunities for children to use their skills in a variety of situations and for a range of purposes. The children will be supported in developing their confidence and disposition to achieve this. The Early Years Foundation Stage guidance provides the framework for the curriculum for communication and language. Communication and Language is seen as a prime area in the Early Years Curriculum and is fundamental to support other areas of learning.

The co-ordinator for Communication and Language is Miss Amy Puttrell

This policy was reviewed in January 2015

Next review: January 2017

**Aims**

The objectives within the Early Years Foundation Stage ‘Development Matters’ framework for communication and language are organised into the following groups:

* Listening and Attention
* Understanding
* Speaking

Our aims in the teaching and learning of ‘**Listening and Attention’** are that the children will begin to:

* Recognise and respond to familiar sounds
* Show interest in sounds, songs and rhymes
* Listen to others one to one or in small groups, when conversation interests them
* Listen to stories with increasing attention and recall.
* Joins in with repeated refrains and anticipate key events and phrases in rhymes and stories
* Follow directions
* Maintains attention, concentrates and sits quietly doing appropriate activity
* Two channelled attention, listen and do for a short span

Our aims in the teaching and learning of **‘Understanding’** are that the children will begin to:

* Identify action words by pointing to the right picture, e.g., *“Who’s jumping?”*
* Understand more complex sentences, e.g. *‘Put your toys away and then we’ll read a book.’*
* Understand ‘who’, ‘what’, ‘where’ in simple questions
* Develop an understanding of simple concepts
* Understand the use of objects (e.g. *“What do we use to cut things?’*)
* Show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
* Respond to simple instructions
* Understand ‘why’ and ‘how’ questions.
* Respond to instructions involving a two-part sequence.
* Understand humour, e.g. nonsense rhymes, jokes.
* follow a story without pictures or props

Our aims in the teaching and learning of ‘**Speaking** are that the children will begin to:

* Hold a conversation, jumping from topic to topic.
* Learn new words very rapidly and are able to use them in communicating.
* Use gestures, sometimes with limited talk,
* Use a variety of questions (e.g. *what, where, who*).
* Use simple sentences
* use more complex sentences to link thoughts
* retell a simple past event in correct order
* Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
* Question why things happen and gives explanations.
* Use a range of tenses (e.g. *play, playing, will play, played*).
* Use intonation, rhythm and phrasing to make the meaning clear to others.
* Use vocabulary focused on objects and people that are of particular importance to them.
* Build up vocabulary that reflects the breadth of their experiences.
* Uses talk in pretending that objects stand for something else in play, e,g, *‘This box is my castle.’*
* Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
* Use language to imagine and recreate roles and experiences in play situations.
* Link statements and stick to a main theme or intention.
* Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
* Introduce a storyline or narrative into their play.

**Guidelines**

The curriculum for Communication and Language is covered via a rolling programme of termly topics. The scheme of work for each termly topic provides medium term planning ideas and suggestions.

Weekly planning includes activities to develop Communication and Language. The curriculum for Communication and Language includes a range of adult led activities, as well as child initiated activities.

Activities take place individually and/or in small groups.

**Recording and Assessment**

A 30 – 50 month and 40 – 60 month baseline assessment in Communication and Language is carried out on each child within their first 2 weeks of starting in the main nursery school. If the child is in Catkins class, a 30 – 50 month baseline assessment will be carried out when the child is 30 months old and transfers onto the 30 – 50 month teaching targets.

The child’s ‘Record of Progress’ is used as a format for recording baseline information and further progress throughout the year. Children’s records are updated regularly throughout the term. A tracking record keeps account of children’s progress in Communication and Language over the academic year. An exit assessment in Communication and Language is carried out at the end of the academic year.