**Willow Nursery School**

**Policy for Communication and Language**

**Rationale**

At Willow Nursery School, we aim to support and extend children’s learning and competence with their communication and language skills and development. 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 Statuary Framework for the Early Years Foundation Stage provides the structure 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 Literacy is: **Big Nursery** **- Miss Clair Howe**

 **Little Nursery – Miss Kara Gaffney**

 **Catkins – Miss Zoe Tyler**

This policy was reviewed in the **Spring Term 2022**

Next review: **Spring Term 2024**

**Aims**

The Statuary Framework for the Early Years Foundation Stage (2021) states that The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

**Within the birth – 3 years’ age band, our aims in the teaching and learning of ‘Communication and Language’ are that the children will begin to:**

* Turn towards familiar sounds.
* Gaze at faces and copying facial expressions
* 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.
* Enjoy singing, music and toys that make sounds.
* Recognise and are calmed by a familiar and friendly voice.
* Listen and respond to a simple instruction.
* Make sounds to get attention in different ways
* Babble, using sounds like ‘baba’, ‘mamama’.
* Use gestures like waving and pointing to communicate.
* Reach or point to something they want while making sounds.
* Copy your gestures and words.
* Constantly babble and use single words during play.
* Use intonation, pitch and changing volume when ‘talking’.
* Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.
* Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.
* Understand simple instructions like “give to nanny” or “stop”.
* Recognise and point to objects if asked about them.
* Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
* Listen to other people’s talk with interest but can easily be distracted by other things.
* Make themselves understood and can become frustrated when they cannot. #
* Start to say how they are feeling, using words as well as actions.
* Start to develop conversation, often jumping from topic to topic.
* Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
* Use the speech sounds p, b, m, w.
* Pronounce the sounds l/r/w/y, f/th , s/sh/ch/dz/j and multi-syllabic words such as ‘banana’ and ‘computer’
* Listen to simple stories and understand what is happening, with the help of the pictures
* Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
* Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
* Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

**Within the 3 – 4 years’ age band, our aims in the teaching and learning of ‘Communication and Language’ are that the children will begin to:**

* Enjoy listening to longer stories and can remember much of what happens.
* Pay attention to more than one thing at a time, which can be difficult
* Use a wider range of vocabulary.
* Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
* Sing a large repertoire of songs.
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* 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 like r, j, th, ch, and sh and multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
* Use longer sentences of four to six words
* Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
* Start a conversation with an adult or a friend and continue it for many turns.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

**Guidelines**

The curriculum for Communication is covered using the ‘development matters’ document. The teaching targets for the age band ‘birth – 3 years’ are taught in our Catkins class. The teaching targets for the age band 3 – 4 years are taught in ‘little nursery’ and big nursery’.

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.

‘Basic Skills’ sessions are taught once a week to the children for a ten week block in the term in which children turn 4 years of age. These sessions include ten well planned lessons which promote and encourage children’s communication and language through maths and literacy activities.

Throughout children’s time in catkins, little nursery and big nursery, a variety of whole class sessions are taught which encourage the development of children’s communication and language skills.

**Recording and Assessment**

A 3-4 year baseline assessment in communication and language is carried out on each child within their first 2 weeks of starting in ‘little nursery’ or ‘big nursery’ depending on when they start at Willow Nursery School. These assessments are recorded in a ‘class list’ for each colour group. The class lists are used as a format for recording children’s progress during their time at Willow Nursery School. They are used daily for planning and they are updated regularly each term. A tracking record keeps account of children’s progress in communication and language during their time at Willow Nursery School.

An exit assessment in communication and language is carried out at the end of the academic year.

If the child is in Catkins class, a ‘Birth to 3’ document is kept on each child to record their progress and development. Keyworkers update these records regularly and use them for planning for individual children.