

Communication and Language

Communication and Language is one of the Prime Areas of the Early Years Foundation Stage. This area of development provides the foundation for all other areas of learning.

We believe that communication and language unlocks learning!

Highly skilled practitioners ensure that children are immersed in a language rich environment where the opportunity to speak and share ideas is irresistible. Thousands of high quality interactions between adults and children take place every single day!

At Haven Nursery School we are aware of the 30 million word gap for disadvantaged and vulnerable children. We use practitioner skills and resources to ensure we are providing our children with every opportunity to develop their communication and language, recognising and supporting their individual starting points.

Through 'in the moment teaching and planning', practitioners follow the child's lead for learning and introduce language and vocabulary which is relevant, meaning and provides new language challenge to the individual child. This ensures that consistent progress can be made.

Early help is sought quickly and referrals are made to outside agencies when necessary. Our own Speech and Language therapist works within the centre full time and provides plans, advice and therapy sessions when needed which ensures that children get the help that they need as soon as possible. She works closely with outside agencies, including NHS Speech and Language Therapy to ensure there is a consistent approach and joined up thinking for children.

Practitioners are highly trained with a range of communication strategies including Makaton signing, the use of visual aids such as aided language boards, and PECS. This means all children have their communication needs met, regardless of their individual barriers, needs or strengths. The use of exciting and multi-sensory interventions, which are matched to the individual needs of the child, also supports and develops children's language and communication skills.

We have high aspirations for language and children are introduced to more complex vocabulary and exciting words at every opportunity which they love! Our children are inquisitive and will ask what something means if they are not sure!



Communication and Language: Listening, attention and understanding		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I enjoy using cause and effect toys that make noise or sing to me! • I can make a choice between 2 things that I might want in my play or at mealtimes • I can recognise familiar objects in my environment when I am asked • I understand familiar daily routines • I am very interested in people and can enjoy paying attention to their faces and like when they copy my sounds	• Children are shown real objects when moving to a new activity e.g. nappy • Children's day follow a predictable structure which helps them understand what is about to happen • Children are offered real objects when making a choice. • Adults respond to the sounds and facial expressions children make. • Adults attempt to keep these interactions going
1 year olds end point	• I can listen and respond to a simple instruction that contains one key word, e.g. 'Bobby, put your coat on' • I can understand a range of body parts • I am developing pretend play skills and can pretend play in an area that interests me, e.g. I can feed the baby a bottle • I am showing an interest in others playing around me and might seek to play alongside them • I enjoy familiar action songs e.g. round and round the garden or row your boat. I will show when I want these to continue	• Context is used to help children understand what they are being asked e.g. asked to put coat on when heading to the garden • Language is modelled to children throughout the day. • Adults copy children's play and also shows them new play skills • Adults help children to 'negotiate successful play alongside other children' • Adults sing familiar songs with children and responds to their attempts to ask for more. This is a part of everyday life and happens frequently throughout the day
2 year olds end point	• I can listen to my key person when I am interested • I have fleeting attention • I can listen to short stories and songs/rhymes which are active and visual and interesting to me • I can wait for a short period when supported with a visual cue or verbal prompts from adults • I can respond appropriately to a prompt, e.g. 'ready steady go'! • I understand and can follow a simple story with pictures or visual prompts • I can follow a simple 2 key word instruction	• Smaller groups encourage children to listen to the key person and sometimes, other children. • Any adult initiated or directed small group times are highly interactive and multi-sensory to maintain attention • Visuals and the use of gesture is used to support and extend listening and attention expectations • A range of physical or visual prompts may be used by adults • A wide range of communication tools and strategies are used effectively, e.g. visuals, schedules • The use of Makaton signing is incorporated where possible as a further supportive tool • Use of song bags and nursery rhyme bags
Rising threes end point	• I can listen one to one or in a small group when the conversation interests me	• Listening skills are taught to children within their play and learning – adults role model being a good listener too!

	• Can follow up to a three step information carrying words • I understand simple concepts such as 'hot', 'cold', 'soft.' • I can talk about what has happened in a story • I am beginning to act out what I see in my play.	• Visual schedule and visual aids to support understanding (e.g. communication key rings) are used to support within the environment • Stories are shared and are explored in lots of different ways to develop a secure understanding. We have core stories as well as lots of different books available • Adults help children to understand new words by showing them what they mean in a concrete way
Pre-school end point (school leavers)	• I have longer conversations that lasts three or four turns, listening with interest and responding appropriately with my peers and familiar adults • I am able to understand a simple story without pictures • I respond to others to ideas expressed by others in group situations and in free play. • I can answer simple 'who', 'when' and 'where' questions. • I can understand questions about the here and now and questions that consider what something looks like/feels like etc	• The larger family groups and Hive environment add a new challenge for listening and attention. • Family time increases in length across the year as listening and attention develops • Children hear stories daily • Regular access to well stocked school library • In the moment teaching enables lots of time spent in conversation, this is when meaningful listening and attention can be modelled and developed • The use of story sacks and song bags • The use of objects, real resources and visual cues sup-port understanding at all levels • Adults adapt their language to match the level that the child can understand • The language rich environment sparks curiosity, awe and wonder. There is a natural desire to understand and find out more as children play – they are inquisitive as the environment is stimulating and challenging to them • Opportunities to develop understanding and instruction language – cards in construction, self service playdough

Communication and Language: Speaking		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I can 'turn take' in conversation (e.g. through babbling) • I use gestures such as waving and pointing to communicate with my key adults • I can use different vocalisations to get my feelings known • I can use some single words that are important to me, e.g. mummy, daddy, ball, milk	• Adults take part in to/from babble play with children • Adults model gestures throughout the day for all children • Adults will respond to what children are pointing to • Adults model back children's attempts at words.
1 year olds end point	• I will use simple words to talk and comment about things that interest me • I have learned around 50 words which I can use throughout my day • I enjoy using greetings with my gesture e.g. saying bye bye whilst waving • I have learnt to say no and I mean it! • I am beginning to use language to express my frustration to others e.g. by saying 'mine'	• Adults use simple language when talking to children throughout the day. Children are then able to copy this when they are ready. • Adults respond enthusiastically when children use language or a gesture. • Adults help children to have 'control over their environment' sometimes ok to say no • Adults help children negotiate conflicts with other children over using toys
2 year olds end point	• I am developing conversation skills when talking about things that really interest me • I will ask simple questions, e.g. 'what's that.' • My words are understood by a few very familiar adults	• Practitioners differentiate effectively and extend vocabulary through conversation. • The inviting and exciting environment promotes learning with an irresistible reason to talk and share ideas • The environment supports communication development through the use of appropriate visuals
Rising threes end point	• I am to use simple sentences to talk about things that I am interested in • I will ask more questions, such as 'who' and 'where.' • I participate in conversations with others using appropriate simple sentences that may jump from topic to topic • I am starting to make comments about my own play • I am confidently able to use around 300 words. • I am understood by most adults in my everyday environment.	• High quality interactions allow practitioners to model language and respect and value the unique voice of the child • The environment is a well-resourced and planned with real, open ended and multi-sensory resources which makes communication irresistible • The environment is rich in visual supports and aids • We have our own Speech & Language therapist to identify children who need early help and support within the environment and with specific therapy sessions

	• I can make all common vowel sounds and can make p, b, t, d, m, n, w sounds	
Pre-school end point (school leavers)	• I will offer my own ideas when in my own key group and when playing with my peers • I am able to use complex sentences to talk about things that fascinate me. • I will use new vocabulary which I have learnt to discuss and share my thoughts and feelings • I can make all common vowel sounds and can make p, b, t, d, m, n, w, k, g, f, h, y sounds	• Family time experiences allow for and encourage opportunities to talk • Story times are used to target and introduce new vocabulary and aspirational language • We have our own Speech & Language therapist to identify children who need early help and support within the environment and with specific therapy sessions • The use of Makaton, PECS and visuals aids communication for all children • Children are encouraged to be 'experts in their field', following their interests and extending their language around them • ELSA and nurture support