

St Charles' Catholic Primary School

Early Years

Communication and Language

Nursery

St Charles' Catholic Primary School

Communication and Language Overview

Communication and language are viewed as core skills and are promoted across the curriculum.

Vocabulary focus on planning to ensure children are exposed to wide ranging vocabulary that is linked to learning, emotional literacy and social phrases.

Language rich environment which includes displays, areas of learning, curiosity cubes and spoken language.

Books, rhymes and songs central to our practice and promoted in adult led learning and play.

Targeted whole class, group or individual interventions to support progress in physical development.

Staff as speech and language role-models - modelling, extending, questioning and conversating.

Progressive continous provision curriculum planning that builds on children's interests.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.

Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum

Characteristics of Learning
Our provision promotes engagement, motivation and thinking.

Parents as Partners
We include parents in their child's communication and language development through including them when learning about families and inviting them in to school to share their experiences as well as online learning journals.

Enabling Environments
Carefully planned organised and engaging environments to support independent learning through play.



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.

Statutory Framework

Nursery– Communication and Language

Listening, Attention and Understanding

Prior Learning Birth to 5 Matters	Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG
<p>Range 1-4</p> <p>Turn towards familiar sounds.</p> <p>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.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue.</p> <p>Make eye contact for longer periods. Watch someone’s face as they talk.</p> <p>Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities.</p> <p>Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p> <p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p> <p>Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.</p> <p>Understand simple instructions like “give to nanny” or “stop”.</p> <p>Recognise and point to objects if asked about them.</p> <p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people’s talk with interest, but can easily be distracted by other things.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</p> <p>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</p>	<p>Range 4-5</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Range 6</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in storytimes Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.

Adults Role	Learning Environment
<p>Daily story time as well as sharing books throughout the day.</p> <p>If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you are saying. Give them a clear prompt. Suggestion: say the child's name and then: "Please stop and listen".</p> <p>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children e.g. use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</p> <p>Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape.</p> <p>Encourage children to talk about what is happening and give their own ideas.</p> <p>Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary.</p> <p>Core books, songs and rhymes you want children to become familiar with and grow to love.</p> <p>Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play.</p> <p>Model being a listener by listening to children and taking account of what they say in your responses to them.</p> <p>Cue children, particularly those with communication difficulties, into a change of conversation, e.g. 'Now we are going to talk about...'</p> <p>For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question.</p> <p>When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-KKaty".</p> <p>Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape.</p> <p>Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.</p> <p>When singing or saying rhymes, talk about the similarities in the rhyming words.</p> <p>Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...</p> <p>Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done.</p> <p>Use sand timers to help extend concentration for children who find it difficult to focus their attention</p>	<p>Set up a listening area where children can enjoy rhymes and stories.</p> <p>Language rich environment that promotes communication and language skills by sharing books and activities with them.</p> <p>Reading areas both inside and outside.</p> <p>Role-play continuous provision linked to what the children know (home-corner) and linked to over-arching themes (outside).</p> <p>Environment that creates wonder and encourages communication and language skills e.g. curiosity cubes and real life objects. This will encourage them to ask questions.</p> <p>High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"</p> <p>Opportunities for children to share their understanding of key texts through planned play opportunities such as small world trays linked to books.</p> <p>Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.</p> <p>Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted.</p> <p>Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.</p> <p>Provide practical experiences that encourage children to ask and respond to questions, e.g. explaining pulleys or wet and dry sand.</p> <p>Introduce, alongside books, story props, such as pictures, puppets and objects, to encourage children to retell stories and to think about how the characters feel.</p>

on a task.
 Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'.
 Note: listening and attention skills linked to St Charles' Nursery Curriculum.
 Prompt children's thinking and discussion through involvement in their play.
 Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. "You told me this model was going to be a tractor. What's this lever for?"
 Give children clear directions and help them to deal with those involving more than one action, e.g. "Put the cars away, please, then come and wash your hands and get ready for lunch".
 When introducing a new activity, use mime and gesture to support language development.
 Showing children a photograph of an activity such as hand washing helps to reinforce understanding.
 Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves.
 Find out from parents how children make themselves understood at home; confirm which their

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> Can listen to stories Can recall what happens in stories Can talk about familiar books Can retell a familiar story Can join in with repeated refrains Can listen whilst doing Can understand two part questions and instructions Can understand and answer why questions Can sing a large selection of songs Knows a range of well-known nursery rhymes Can listen to others one to one Can listen to others in small groups when conversation interests them Can share a point of view Can hold a conversation listening to the other person and responding appropriately 	<ul style="list-style-type: none"> Listens to stories showing good levels of attention at story time Answers questions about the characters or events in stories that have been read to them When playing references familiar stories e.g. 'I am going to grannies'. Retell key events in a core text story in the correct order Joins in repeated refrains at story time e.g. run, run as fast as you can Whilst playing can also listen to instructions e.g. stops when asked Follows two part instructions e.g. 'Please get your coat and line up to go outside.' Answers simple 'why' questions such as 'why are there puddles outside?' Sings a wide selection of well-known songs in play and in adult led sessions Independently shares a nursery rhyme with their friends e.g. Humpty Dumpty Listens to their friends when they are talking to them When playing in a small group listens to others Shares their point of view on a subject showing clear understanding and of theme When in conversation waits for the other person to speak and responds appropriately – continuing conversation

Nursery – Communication and Language Speaking

Prior Learning Birth to 5 Matters	Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG
<p>Range 1-4</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue.</p> <p>Make eye contact for longer periods. Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities.</p> <p>Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>Babble, using sounds like 'baba', 'mamama'. Use gestures like waving and pointing to communicate.</p> <p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Make themselves understood, and can become frustrated when they can't.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Use the speech sounds p, b, m, w.</p> <p>Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j</p> <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>Range 4-5</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <p>- some sounds: r, j, th, ch, and sh</p> <p>- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Range 6</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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

Adults Role	Learning Environment
<p>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children e.g. use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</p> <p>Encourage children to talk about what is happening and give their own ideas.</p> <p>High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"</p> <p>Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary. Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.</p> <p>Core books, songs and rhymes you want children to become familiar with and grow to love. Children may use ungrammatical forms like 'I swimmied'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".</p> <p>When children have difficulties with correct pronunciation, reply naturally to what they say. Pronounce the word correctly so they hear the correct model.</p> <p>Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"</p> <p>Model high quality speaking to children.</p> <p>Give time for children to initiate discussions from shared experiences and have conversations with each other.</p> <p>Give thinking time for children to decide what they want to say and how they will say it.</p> <p>Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.</p> <p>Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.</p> <p>Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences.</p> <p>Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?". At the same time, respond sensitively to social conventions used at home.</p> <p>Show children how to use language for negotiating, by saying "May I...?", "Would it be all right...?", "I think that..." and "Will you...?" in your interactions with them. Model language appropriate for different audiences, for example, a visitor. Encourage children to predict</p>	<p>Set up a listening area where children can enjoy rhymes and stories.</p> <p>Language rich environment that promotes communication and language skills by sharing books and activities with them.</p> <p>Reading areas both inside and outside.</p> <p>Set up collaborative tasks, for example, construction, food activities or story-making through role-play.</p> <p>Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</p> <p>Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</p> <p>Display key questions and words around curiosity cube and topic displays.</p> <p>Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play. Small world play based on 'Dear Zoo' will help children to learn the names of the different animals. Or they could shop for the different types of fruit in 'Handa's Surprise'. Pick them out and talk about how they look. This will help children to name the different types of fruit. Back in the setting, taste them and talk about their texture and smell</p> <p>Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.</p>

possible endings to stories and events.
 Encourage children to experiment with words and sounds, e.g. in nonsense rhymes. Encourage children to develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every.
 Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation.
 Value children's contributions and use them to inform and shape the direction of discussions.
 Use St Charles Curriculum vocabulary to introduce children to new vocabulary linked to learning.

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> ▪ Uses a wide ranging vocabulary ▪ Can sing a large selection of songs ▪ Knows a range of well-known nursery rhymes ▪ Can retell key events in a core text story in the correct order ▪ Can use a range of tenses ▪ Can pronounce a wide range of words correctly ▪ Can use more complex sentences of four to six words ▪ Can share a point of view ▪ Can hold a conversation listening to the other person and responding appropriately ▪ Can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences in the correct order ▪ Questions why things happen. 	<ul style="list-style-type: none"> ▪ Sings a wide selection of well-known songs in play and in adult led sessions ▪ Independently shares a nursery rhyme with their friends e.g. Humpty Dumpty ▪ Retell key events in a core text story in the correct order ▪ Uses a range of tenses (e.g. play, playing, will play, played). ▪ Pronounces the majority of words they know correctly ▪ When speaking uses longer sentences including words to extend sentences such as 'and' and 'because'. ▪ Shares their point of view on a subject showing clear understanding and of theme ▪ When in conversation waits for the other person to speak and responds appropriately – continuing conversation ▪ Asks questions e.g. who, what, when, how.