



Communication & Language

Curriculum Intent



“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”.

Early Years Foundation Stage Statutory Guidance 2021



Birmingham Federation
Maintained Nursery Schools

Communication & Interaction - Implementation

The Role of the Adult in Nursery 1 (2-3s)

- To plan a language rich environment to support the acquisition of communication and language skills.
- To use exaggerated facial expressions, gestures and intonation to gain the attention and interest of very young children.
- To always use children's names to get their attention.
- To provide augmentative communication resources and materials.
- To model language and develop children's vocabulary/communication skills through offering a commentary to play, talking about routines, talking about emotions and developing relationships
- To provide opportunities for children to 'tune in' to sounds in the environment.
- To support families to understand communication and language development
- To model being a listener by listening to children and taking account of what they say in your responses to them.
- To have conversations with children as part of everyday activities.

We Provide...

- Objects of reference, visual timetables, picture labels and photographs to support and develop children's communication skills.
- Opportunities for children to listen to and join in with stories, songs and rhymes as key elements of our continuous provision and during focused learning time.
- Adults who understand and engage in sustained shared thinking with children in order to introduce and model language which is linked to their individual interests throughout continuous provision.
- Early intervention by undertaking Wellcomm assessments of children's communication and language skills. Providing timely interventions and challenge.
- A language rich environment, full of opportunities to talk, discuss and discover.

We are duty bearers, we ensure children's rights are met.

Article 12 You have the right to an opinion and for it to be listened to and taken seriously

Article 13 You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others

Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 28 You have the right to education

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 31 You have the right to play and relax by doing things like sports, music and drama.

At the end of their time in N1 children (2-3's) will...

- Listen with interest to the noises adults make when they read stories
- Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door
- Show an interest in play with sounds, songs and rhymes.
- Display single channelled attention; can shift to a different task if attention fully obtained (perhaps by using their name).
- Identify action words by following simple instructions, e.g. Show me jumping
- Begin to understand more complex sentences, e.g. Put your toys away and then sit on the carpet
- Understand who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)
- Develop an understanding of simple concepts (e.g. fast/slow, good/bad)
- Use language to share feelings, experiences and thoughts
- Hold a conversation, jumping from topic to topic
- Learn new words very rapidly and is able to use them in communicating
- Use a variety of questions (e.g. what, where, who)

Personal, Social and Emotional Development

The Role of the Adult in Nursery 2 (3-4s)

- To plan a language rich environment to support the acquisition of communication and language skills.
- To provide augmentative communication resources and materials.
- To model language and develop children's vocabulary/communication skills through offering a commentary to play, talking about routines, talking about emotions and developing relationships
- To support families to understand communication and language development
- To have conversations with children as part of everyday activities. encouraging children to listen to their friends and take turns in play and activities. Using every opportunity.
- To engage in role play and imaginary play scenarios and model listening behaviours.

We Provide...

- Objects of reference, visual timetables, picture labels and photographs to support and develop children's communication skills.
- Opportunities for children to listen to and join in with stories, songs and rhymes as key elements of our continuous provision and during focused learning time.
- Adults who understand and engage in sustained shared thinking with children in order to introduce and model language which is linked to their individual interests throughout continuous provision. The approach is used to extend language and conversational moments to help increase the child's awareness and understanding of speech.
- Early intervention by undertaking Wellcomm assessments of children's communication and language skills. Providing timely interventions and challenge.
- A language rich environment, full of opportunities to talk, discuss and discover.

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Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 23 If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 28 You have the right to education

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 31 You have the right to play and relax by doing things like sports, music and drama.

At the end of their time in N2 children (3-4's) will...

- Listen to others in one-to-one or small groups, when conversation interests them
- Listen to familiar stories with increasing attention and recall
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Focus attention – can still listen or do, but can change their own focus of attention
- Be able to follow directions (if not intently focused)
- Understand the use of objects (e.g. Which one do we cut with?)
- Show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
- Respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
- Begin to understand why and how questions
- Begin to use more complex sentences to link thoughts (e.g. using and, because)
- Be able to use language in recalling past experiences
- Retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Use talk to explain what is happening and anticipate what might happen next
- Question why things happen and gives explanations. Asks e.g. who, what, when, how
- Begin to use a range of tenses (e.g. play, playing, will play, played)

At the end of their time in N2 children (3-4's) will... (continued)

- Continue to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture
- Use intonation, rhythm and phrasing to make the meaning clear to others
- Talk more extensively about things that are of particular importance to them
- Build up vocabulary that reflects the breadth of their experiences
- Use talk to pretend that objects stand for something else in play, e.g. This box is my castle



N2 children will be working towards...

- Showing variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- Two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
- Understanding a range of complex sentence structures including negatives, plurals and tense markers
- Beginning to understand humour, e.g. nonsense rhymes, jokes • Able to follow a story without pictures or props
- Listening and responding to ideas expressed by others in conversation or discussion
- Understanding questions such as who; why; when; where and how
- Extending vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Using language to imagine and recreate roles and experiences in play situations
- Linking statements and sticks to a main theme or intention
- Using talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introducing a storyline or narrative into their play