

Communication and language

The educational programme for PSED in the Early Years Foundation Stage Statutory Framework (2021) says: “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 more comfortable using a rich range of vocabulary and language structures.”

Grandpont is a language-rich nursery. Children’s literacy development is supported throughout the day through our focus on language, vocabulary, and communication. Through their interactions, adults model language as they support children’s play, interests and explorations – modelling words linked to what the children are interested in, narrating what children are doing, introducing richer vocabulary etc. The key interactions we use are:

Talking together – observing, waiting, listening, following the child’s lead, echoing or copying what they do and say

Active listening - listening, maintaining eye contact while children are talking, using responsive expressions, pausing for thinking/processing time

Modelling - modelling actions and language to extend experience, modelling grammar, extending the child’s response

Descriptive Commentary - following the child’s lead, saying what we can see the child doing or observing, match plus one (match what the child has said, plus one more word)

Instructional – using one positive instruction at a time, modelling developmentally appropriate language, giving children a 3 minute warning to go with the instruction

Language play - playing with sounds, words, rhyme and rhythm and meaning

Co-construction - learning together, extending ideas or thought when playing, adding the next part of the story

Backward chaining - positively say what the adult and child are going to do together eg “I will do.... and then you can...”, acknowledging achievement

Decoding meaning - making an effort to understand children’s understanding or point of view, making a clear statement of what the adult understands from what the child said

Recasting - recasting the correct use of words that the child may have used incorrectly without drawing attention to their incorrect use)

Open ended questioning – using what, who, how, why, when, where questions to extend and challenge child’s thinking e.g. what will happen)

Sequencing - talking about what the adult or child is going to do, using words such as first, next and last

Choices – increasing children’s vocabulary by encouraging them to communicate their needs, providing opportunities for children to choose and make decisions themselves.

During their time in Nursery, our curriculum will support children to:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<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>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: 'Hassan's coat', 'blue car', 'shiny</p>	<p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Begin to pay attention to more than one thing at a time.</p> <p>Join in with action songs and rhymes, listening to what they need to do</p> <p>Learn new words and use them in play</p> <p>Use simple questions about 'who', 'what' and 'where' when they are playing</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 did the wolf huff and puff?"</p> <p>Sing a large repertoire of songs.</p> <p>Retell a familiar story in the right order</p> <p>Use a wider range of vocabulary linked to their play and things that are of particular interest to them.</p>	<p>Know many rhymes and stories</p> <p>Be able to talk about familiar books and be able to tell a long story.</p> <p>Join in with repeated refrains in familiar stories</p> <p>Show understanding of prepositions such as under, behind, on top</p> <p>Talk about something that happened in the right order eg 'riding bike, I crashed, I fell off'</p> <p>Use longer sentences of four to six words when talking</p>	<p>Start a conversation with adults and friends</p> <p>Enjoy listening to longer stories and remember what happens in them.</p> <p>Begin to use prepositions when talking</p> <p>Use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p> <p>Understand and answer 'how' questions</p> <p>Ask 'what, why, how' questions about things that interest them</p>	<p>Join in group time conversations by offering their ideas</p> <p>Be able to listen to other children and add their ideas</p> <p>Be able to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>Begin to use more complex sentences eg using 'and' or 'because' to link their thoughts</p> <p>Understand when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p>