

GREAT COATES VILLAGE NURSERY SCHOOL

POLICY FOR

COMMUNICATION and LANGUAGE DEVELOPMENT

Reviewed every 3 years.
Spring 2022
To be reviewed Spring 2025

GOVERNOR:-

Claire Knight

INTRODUCTION

Each of us learns language and in turn uses language to learn. It is therefore important that we as a staff offer all children a variety of experiences and opportunities through which they can express themselves freely and effectively in all areas of Communication & Language Development. This policy outlines the purpose, nature and management of Communication, Language and Literacy in our school.

The policy reflects the consensus of opinion of the whole teaching staff and has been drawn up as a result of the implementation of the Early Years Foundation Stage (EYFS) Document in September 2008 and subsequently the revised EYFS Sept 2012. The new early years foundation stage (EYFS) framework was published on the 31st March 2021 and should be used by all OFSTED registered early years providers in England from 1st September 2021.

Development Matters is the non-statutory curriculum guidance for the new EYFS framework that everyone can use from September 2021.

The Governors initially approved this policy at their meeting in November 2008

The implementation of this policy is a requirement and the responsibility of the whole staff, in order to achieve the agreed objectives.

1. What Communication and Language means for Children

As part of the revision, there are now seven Areas of Learning: three 'Prime' areas and four 'Specific' areas. Every Area of Learning and Development is important in its own right but they are all inter-connected and therefore must shape educational programmes in early years' settings. The three 'Prime Areas' are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Communication & Language Development is one of the three 'Prime' Areas of Learning & Development. It involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Language development is best supported in a playful language environment full of stories, songs, rhymes, signs, talk and imaginative play. (EYFS 2021)

2. Aims

To develop children's speaking and listening through a variety of well planned, quality experiences, which provide opportunities for them to identify sounds and enable them to become confident speakers and attentive listeners in group situations.

3. Entitlement

All children will have access to: -

- ❖ A range of Communication & Language opportunities, activities and resources which are relevant, appropriate and challenging to the development of each individual child, including those with special needs.
- ❖ A caring ethos in which all young children feel secure, valued and confident in their Communication & Language skills, and where motivation, eagerness and enthusiasm to learn are fostered and encouraged.
- ❖ Well planned activities which are appropriate to their individual stage of development and which consider and recognise the knowledge and skills they bring with them from home.

Each child is viewed as an individual with specific needs being met in appropriate ways and with individuality being encouraged. Independence is fostered so that each child is offered the opportunity to reach his/her full potential, both in this area of the curriculum and in life.

4. Implementation

a) Organisation

Our philosophy is based on developing confidence and self-esteem by providing an approach, which is geared to the specific needs of young children. Emphasis is on first hand experiences which view talk and play as important media for learning, and which build on what the child can already do, and what he/she already knows and understands. We organise the children's learning and move them forward in their development through 1 to 1 interaction, input in small groups, as well as whole class and whole school approach when appropriate. It is our intention to encourage self-discipline and independence. In preparing young children for life it is important that they learn to be independent and able to find appropriate resources for an activity, to carry out the activity and to clear away afterwards. The organisation and layout of the classroom is therefore very important. Activities will be available both inside and outside to enable the children to develop their Communication & Language skills.

Our aim is to meet the children's individual needs by encouraging communication, listening, expressing, interpreting and developing an enquiring mind. Opportunities for speaking and listening are essential for language development and provide good foundations for future learning. Children will be encouraged to understand the need for developing competence in speaking and listening which will result in them becoming enthusiastic readers and writers. Role-play is an important contribution to the development of language and graphic skills and the children will be encouraged to participate with enjoyment in these activities.

Successful Communication & Language provision concentrates on developing the three elements of learning in this area, therefore, it is our responsibility, as early years educators, to provide opportunities for the children to develop their knowledge skills and understanding in each of them so that by the end of their reception year most children will be able to achieve the appropriate learning goals.

The three elements are as follows:

- ❖ **Listening & Attention** - is about encouraging children to listen attentively in a range of situations; to listen carefully to stories so that they become adept at accurately anticipating key events and respond to what they hear with relevant comments, questions or actions; to pay attention to what others say and respond appropriately, while engaged in another activity.
- ❖ **Understanding** - is about children being able to follow instructions involving several ideas or actions; answer 'How' & 'Why' questions about their experiences and in response to stories or events.
- ❖ **Speaking** - is about enabling children to express themselves effectively, showing awareness of the listener's needs; use past, present and future forms accurately when talking about events that have happened or are about to happen in the future; develop their own narratives and explanations by connecting ideas or events.

b) Delivery

The learning experiences of children in their early years form a good, broad foundation for developing their education. The way in which children learn, their attitude to learning and the building up of self-discipline are equally as important as what they learn. Therefore, it is the role of all early years educators to nurture children's eagerness and positive attitude to learning.

In order to achieve this we must give particular attention to the following:

Positive Relationships:

- ❖ Help children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.
- ❖ Identify and respond to any particular difficulties in children's language development at an early stage.
- ❖ Encourage the more confident children to speak in front of the group, encouraging correct use of language where possible.
- ❖ Model good speaking and language use.

Enabling Environments:

- ❖ Plan a learning environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and songs that take into account children's different interests, understandings, home backgrounds and cultures.
- ❖ Use 'Makaton' signing as good practice to support all children's communication but most importantly those children who have difficulty making themselves understood and provide opportunities for them to discover ways of recording ideas and to gain access to texts in an alternative way, for example, through ICT.
- ❖ Provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults, both one to one and in small groups and between the children themselves. Allow children time to initiate conversations, respect their thinking time and silences and help them develop the interaction.
- ❖ Show particular awareness of, and sensitivity to, the needs of children learning English as an additional language. Use their home language when appropriate and ensure close

team work between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other.

Learning and Development:

- ❖ Link language with physical movement in action songs and rhymes, role play and practical experiences such as cookery and gardening.
- ❖ Show sensitivity to the many different ways that children express themselves non-verbally, and encourage children to communicate their thoughts, ideas and feelings through a range of expressive forms, such as body movement, art, dance and songs.
- ❖ Develop children's phonological awareness, particularly through rhyme and alliteration and their knowledge of the alphabetic code.
- ❖ Develop children's awareness of languages and writing systems other than English, and communication systems such as signing and Braille.

Activities within the classroom, and outside, are planned to encourage full and active participation of all children whatever their ability. Key Persons select activities, which they judge to be relevant to either consolidate or progress individual children's learning.

Children have opportunities to use a range of resources to support the development of their listening and language skills. They have access to a computer with an interactive white board or the 'Clever Touch' screen and opportunities to use a variety of software, which will develop their Communication & Language skills alongside their Information Technology skills whilst supporting other areas of the curriculum.

All children, regardless of gender, race, or capability, are given equal access to, and encouraged to take part in, all activities. Children are given opportunities to explore and enjoy stories, poetry, music, and art and play materials from a wide range of cultures.

The safe use of equipment, which is well ordered and easily accessible, is taught and the idea of a safe environment is promoted in all groups.

5. Special Educational Needs

We ensure that all children, including those with special educational needs, have access to a range of activities, resources and experiences that will help them to make maximum progress within all areas of learning and development. The children's rate of progress will vary, as will individual achievement therefore staff will plan activities to ensure that all children have opportunity to reach their full potential. We must be aware of the particular needs of all our children so that we can plan and assess to ensure progression and continuity.

6. Planning & Assessment

Weekly planning is always displayed in the classroom. The planning will detail the learning opportunities for Communication & Language Development which may be introduced by the Key Persons, be enhancements to the continuous provision, spontaneous opportunities instigated by the children or a mix of all three.

Parents have an important role to play in the assessment process. They are invited to attend weekly 'Stay and Play' sessions with their child during the term before their admission which enables them to learn more about the Early Years Foundation Stage. They are asked to complete a 'profile' about their child's achievements before admission to the nursery and

are also given a Home to Nursery Sharing book which they can use to share information about their child on a regular basis.

The Stay & Play sessions also enable Key Persons to begin to gather all-important evidence to support baseline assessments, which are completed within the first three weeks after the child's admission date. Baseline assessments enable us to assess the child's stage of learning and development and thus form a starting point for future teaching and learning. Key Persons will continue to gather evidence, to support the children's progress, throughout their time at the Nursery, using the 'Tapestry' online system. Summative assessments are completed three weeks after admission and once every term thereafter. This information is shared with parents at our termly Parents meetings.

7. Background Information

This policy was informed by reference to the Early Years Foundation Stage Guidance 2008 and the revised Early Years Foundation Stage 2012.

8. Policy Review and Evaluation

The Co-ordinator will review the policy and discuss any amendments with all staff on a bi-annual basis. Any changes will be presented to the governors at the appropriate meeting.

Policy prepared Spring/Summer 2008

Date policy agreed...November 2008

S. Fowler Co-ordinator

Review Record

Autumn Term 2009

Reviewed in line with CLL audit. Minor changes made to reflect changes in the S.O.W. All references to Day care removed following closure in July 09.

- ❖ Policy reviewed and agreed by Governing Body at **Spring Term 2 meeting 14/03/12**. Minor adjustments made to reflect changes in practice and procedures.
- ❖ N.B. Policy amended to reflect current EYFS (2012) information and change of Governor with responsibility. **Spring Term 13**
- ❖ Policy reviewed and agreed by Governing Body at **Spring Term 2 meeting 05/03/14**. Amendment to coordinator following staff changes.
- ❖ Policy reviewed and accepted by Governing Body at the **Spring Term 2 meeting 09/03/16** Claire Knight added as responsible Governor.
- ❖ Policy updated January 2019. Reference to staff Co-ordinator removed.
- ❖ Policy reviewed and accepted by Pupil Outcomes Committee **Spring Term meeting 19/03/19**
Minor grammatical changes made.

- Policy reviewed and agreed at the **Curriculum Meeting Spring Term 2022** – changes made were to referral to the revised EYFS Sept 2021 and taken out '2simple' replaced with 'Tapestry'.