

**The Sue Hedley Nursery School**

**Curriculum Sequence**

**Communication and Language**

One of the Prime Areas of the Early Years Foundation Stage is Communication and Language.

This area of development provides the foundation for all the other areas of learning.

At the Sue Hedley Nursery School, we believe that language and communication unlock learning.

Through daily reflections in conjunction with in the moment teaching and planning practitioners follow the child’s lead for learning. Practitioners introduce the practice of communication and language through a process of building blocks that all piece together to incorporate the development of each individual child.

Through thorough continual summative assessments referrals are made efficiently to Speech and Language, Pre-School and Portage and other necessary outside agencies to ensure that children get the correct support and action plans in place.

Practitioners are trained with a range of communication strategies including; The Hannen Program, High Scope, Makaton signing, the use of visual aids, colourful semantics and PECS. We also have small one and one sessions and small group sessions that support and develop children’s language and communication skills with great success.

We are proud of the developing inquisitive minds of our children who capitalise on the opportunities provided in the nursery environment and through peer and practitioner daily interactions.

**Curriculum Sequence**

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| **Communication and Language: Listening and Attention** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary:***  ***Listen, ears, eyes, shhh, “ready, steady go.”*** | * I am beginning to listen to talk with interest but easily distracted. * I can wait for a short period when supported with a visual cue. * I can listen to short stories and songs/rhymes which are active and visual. | * Smaller groups encourage children to listen to the key person and sometimes, other children. * Group times are highly interactive and multi-sensory to maintain attention. * TALK techniques are used continuously. * Listening is encouraged in the widest sense which include opportunities to listen to sounds from many sources. * Visuals and the use of sign is used to support and extend listening and attention expectations. |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary: Uses descriptive language, able to use pronouns (me, him, she)*** | * I can listen one to one or in a small group when the conversation interests me. * I can listen to talk addressed to myself but find it difficult if prompts are not provided, e.g. use of name, ‘stop and listen’ | * How to be a good listener is explicitly taught in all group sessions and throughout the nursery. * Practitioners play alongside children and talk with them as part of playful encounters. * Use of commenting phrases to model and encourage language such as I wonder…, What if…, I have an idea… |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary: good listener, sociable, back and forth communication, sociable*** | * I have longer conversations that last three or four turns, listening with interest and responding appropriately with my peers and familiar adults. | * In the moment teaching enables a lot of time spent in conversation, this is when meaningful listening and attention can be modelled and developed. |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary: conversation, understanding spoken instructions related to a task without stopping to look at speaker.*** | * I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. * I can make comments about what I have heard and ask questions to clarify understanding. * I can hold conversation when engaged in back and forth exchanges with teachers and peers. | * Throughout the day the environment is a haven of language rich opportunities for children to explore and respond their developed skills through interactive back and forth experiences with peers and practitioners. |

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| **Communication and Language: Speaking** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary: Pronouns (me, him, she), plurals and prepositions (in, on, under)*** | * I will use simple words to talk and comment about things that interest me. * I will ask simple questions, e.g. ‘what’s that?’ * I can use my words to communicate. | * The High Scope environment promotes learning with an inviting reason to talk and share ideas * The Hannen ideologies are incorporated throughout communication and language practice. * Guidance is used complied by EMAS; Understanding the stages of learning for children with EAL’ |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary: Uses future and past tense, e.g. ‘I am going shopping, I walked home’*** | * I use simple sentences to talk about things I am interested in. * I use future and past tense. e.g. ‘I am going shopping, I walked home’ * I participate in conversations with others using simple sentences that may jump from topic to topic. | * Using back and forth interactions allow practitioners to model language whilst respecting and valuing the unique voice of the child following the OWL, Observe Wait and Listen approach. * The enriching High Scope environment with real and multi-sensory resources makes communication irresistible. |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary: Children develop vocabulary based on their own areas on interests – they are encouraged to be experts in their field*** | * I will offer my own ideas in my key group and when playing with peers. * I am able to use complex sentences to talk about things that fascinate me. * I frequently ask the meaning of unfamiliar words and may use them randomly. | * Group time experiences allow for and encourage opportunities for back and forth communication. * Active story times are used to introduce new vocabulary and talking focus points. * Children are encouraged to be explorers following their interests and extending their language around them. * The use of Makaton, PECS, colourful semantics and visual aids communication for all children. |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary: Frequently asks the meaning of unfamiliar words and uses then randomly. Uses well-formed sentences.*** | * I offer explanations for why things might happen, making use of recently introduced vocabulary. * I express feelings and ideas about experiences had using full sentences including the use of past, present and future tenses and making use of conjunctions, with modelling and support from my practitioner. | * Opportunities are incorporated throughout the timetable of the day for children to share in one to one and group discussions to share their ideas and promote discussions using vocabulary from a variety of sources, e.g. stories, non-fiction, rhymes and poems when appropriate. |

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| **Communication and Language: Understanding** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary: Understands simple ‘who’, ‘what’ and ‘where’ questions but not ‘why’, fast, slow.*** | * I am developing understanding of simple concepts including in/on/under, big/little * I understand phrases like ‘hand your round up’, ‘wash your hands’. * I understand simple ‘who’ and ‘what’ and ‘where’ questions but not ‘why’ * I understand a simple story when supported with pictures. | * A range of physical or visual prompts used widely by practitioners. * A wide range of communication tools and strategies are used effectively, e.g. visuals, timetables. * The use of Makaton signing is incorporated where possible as a further supportive tool. |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary: Understands ‘why’ questions*** | * I understand questions or instructions with two parts: ‘get your jumper’ and ‘stand by the door’ * I understand ‘why’ questions. * I am aware of time in relation to past, present and future, e.g. Today is sunny, yesterday was rainy. I wonder what the weather will be like tomorrow? * I can talk about what has happened in a story. | * Stories are consistently shared in lots of different ways to develop a secure and rich understanding. * Stories are incorporated into role platy areas when the children develop a keen interest. |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary: Understands adjectives, soft, hard, smooth*** | * I am able to follow a simple story without pictures. * I respond to others to ideas expressed by in group situations and in free play. * I understand adjectives: soft, hard, smooth etc. * I understand instructions containing sequencing words; ‘first…after…last’ | * The use of bringing stories alive through acting within large circle times allows for the children to gain an enriched understanding a love of books and reading. * The use of objects, real resources and visual cues support understanding at all levels. * The language rich environment sparks curiosity, awe and wonder. There is a natural desire to understand and find out more within play. |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary: Understands more complex humour and narratives in stories*** | * I make comments on what I have heard and ask questions to clarify understanding. * I hold conversation when engaged in back and forth exchanges with practitioners and peers. * I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. * Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary. | * Opportunities are provided enabling children to initiate and join in play and role play or real life storytelling encouraging children to talk about what is happening and to act out the scenario in character. |