



Westfield Nursery School Policy for Communication and Language

Vision

At Westfield Nursery we aim to deliver against our vision 'Inspired beginnings; outstanding futures'.

Rationale

We believe children will become confident speakers and listeners if talk is valued and desire to communicate is encouraged. We can model the conventions of communication and interaction, turn-taking, listening, initiating, and sustaining appropriate conversation. We acknowledge that upon entering Westfield, some children will be confident and fluent speakers, whereas others will rely heavily upon gesture and need support in making their needs known. Some children may need help to listen, sustain attention and use speech appropriately and purposefully.

Guidelines

Inside and outside early years practitioners should

- Have a positive attitude to communication and language development in children
- Have a good understanding of the learning outcomes for communication and language development in the EYFS document
- Ensure they have knowledge of current trends relating to communication and language in the early years
- Ensure that planned adult led activities are provided to encourage communication and language development and the activity has differentiated learning outcomes to meet children's individual needs
- Ensure appropriate resources are easy for children to find and access
- Ensure they understand how ICT can promote children's communication and language development
- Have a secure knowledge of the resources available and all resources are used, not just familiar ones
- Have the opportunity to challenge, extend and make sense of their own learning

There are three strands to communication and language outlined in the Early Years Foundation Stage Curriculum

- Listening and attention
- Understanding
- Speaking

Guidelines

- We recognise language and communication is an intrinsic element of life and learning and as such it should be considered throughout every aspect of the Nursery experience (such as adult led activities focussing on communication and language, activities focusing on other areas of the curriculum and in everyday interactions)
- We are aware of the need to expose children to a range of different types of language, such as narrative, descriptive, sequential, comparative, positional and instructive and we are alert to the possibility of too much language being instructive in nature
- Children will have opportunities for meaningful imaginative play in role play settings that are familiar and significant to them. It is hoped children will begin to use language to 'recreate roles', practise and try out conversation skills and gain confidence in offering ideas, taking a lead and listening to others
- Small world toys and resources should be widely available to support the children's developing understanding and use of language
- Children are given opportunities to speak to one another, to adults, in small groups and within whole class settings. They are taught listening is an integral part of communication and everyone needs a turn to speak and a turn to be listened to
- Children are given opportunities to listen to songs and rhymes, in small and large groups. Songs, rhymes and poems are regularly part of large group time at the end of the session
- When identifying children who need help in developing language skills, planned provision should be made for direct staff input to ensure individual needs are met. Support plans are formulated as appropriate and evaluated regularly
- We foster good relationships with outside agencies such as the speech and language therapy service; where necessary we refer children to the service. Where a child is being supported by the service the recommendations are built into the child's support plan
- Adults interact with children in role play, small world and other activities. Children are encouraged to comment, suggest, question, instruct, negotiate in a thoughtful and sensitive manner
- Staff will give consideration to the language they use and keep up to date with recommended strategies for promoting language development, interacting with children according to their individual needs
- Staff are aware of the development of language acquisition, for example knowing which sounds are easier/ harder for children to pronounce, consideration given to the level of complexity of language practitioners use, consideration given to the use of negatives, the overuse of which, is in antipathy to the ethos of the Nursery
- We work with parents and carers, recognising them as first educators and usually the people that know their child best. We share our observations and discuss what 'next steps' and strategies we can work together to promote an individual's language development

- We will share our passion for language and communication with others, for example in sharing the work related to the communication friendly award so that children's home environments are also language rich
- We welcome children and families for whom English is an Additional Language (EAL). We recognise multi-lingualism as an asset and support the parallel use of home languages and English

Monitoring and Evaluation

The class leaders for each group will monitor and evaluate the children's learning in communication and language on a continual basis through observations. This is used to inform future provision.

The lead for communication and language will evaluate relevant data and observations, feedback results to staff and lead future plans to ensure progress.

Policy Updated March 2019

To be updated March 2020