



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.

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

- Listening and Attention
- Understanding
- Speaking

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 they understand how appropriate 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
- 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)

- Be 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
- Give children 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
- Use small world toys and resources to support the children's developing understanding and use of language
- Allow children 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
- Give 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, plan provision should be made for direct staff input to ensure individual needs are met. Support plans are formulated as appropriate and evaluated regularly
- 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 planning and/ or the child's support plan
- Interact with children in role play, small world and throughout the day in all activities. Children are encouraged to comment, suggest, question, instruct, negotiate in a thoughtful and sensitive manner
- Consider the language they use and keep up to date with recommended strategies for promoting language development, interacting with children according to their individual needs
- Be 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
- Our High scope approach allows for lots of opportunities for Communication and Language, for example during message board, planning and review times

Resources

We use a range of resources to develop children's communication and language such as telephones, talking boards and puppets. All the staff are aware of the equipment that can be used to enhance this area of the curriculum for children. Children should be encouraged to share in the responsibility for the equipment and have clear expectations regarding storage, use and care. It is everyone's

responsibility to ensure that all resources are in good working order and appropriate for the children's stage of development.

Other Opportunities

We see this area as so key that we are proud to be part of the Communication Friendly Award, there is a display board and evidence file in the school entrance hall for parents/ carers to access. We also support some children in smaller groups with a Lift off to Language session. It promotes speech and language through small group activities, introducing children to a wide range of vocabulary and promoting their self-confidence when interacting with their peers.

Equal Opportunities

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or culture/social backgrounds. We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. We do support children with additional needs and use a range of strategies to encourage communication, such as visual timetables, gestures and object exchange.

Working with Parents/ Carers

We actively encourage our children and their families in this area. Parents/ carers can learn more about communication and language at the curriculum stay and play day. The expectations of the EYFS are shared on entry at the new starter meeting, via newsletters and the website.

Monitoring and Evaluation

Overall curriculum lead is Mrs Andrews, lead teacher. She is supported by Miss Palmer who monitor, evaluate and implement necessary changes to ensure effective provision of communication and language development opportunities. This is done through regular scrutiny of policy, planning, assessment, observations and feedback from other members of the nursery.

Policy updated March 2020

To be reviewed March 2021