



# Fairfield Nursery School

## Communication and Language

EYFS Statutory Framework: setting Standards for learning, development and care from birth to five 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 comfortable using a rich range of vocabulary and language structures.

## **Listening and attention:**

Listening skills are very important because they help children learn how to develop language skills. Studies have shown that babies can hear from as early as inside the womb. The more they see and hear, the better it will be for their language development. It's important for us to talk with babies all the time. Good listening allows us to demonstrate that we are paying attention to the thoughts, feelings and behaviours of the other person (seeing the world through their eyes). This is crucial to maintaining productive relationships, and sometimes the only way to establish communication. Talking and listening to children does lots of important things. It improves your bond with them, and encourages them to listen to you. It helps them to form relationships. One of the best things you can do for a child's development is to give them your attention and engagement. Listen and encourage their interests in the world around them and you will be nurturing the experiences and relationships that brain development thrives on. Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others.

We understand all children develop differently although have procedures and policies in place to support children who may need further support from other professionals. We work closely with Speech and Language therapists who visit nursery to see the children and provide activities specific to the children. These activities are carried out on a regular basis with the child to develop their specific identified needs.

## **The key principles linked to Listening and Attention:**

- Provide optimum experiences for young children's language development
- Offer a language rich environment
- Model language through meaningful communication and know how to support and promote effective development

## Early Years Statutory Framework (2021)

Listening Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

	I am able to respond to simple request and grasp meaning from the context of the situation.	I am interested in myself and the things I have to say.	I am able to listen and maintain attention to others in familiar and unfamiliar situations.
<b>Intent:</b>	<ul style="list-style-type: none"> <li>• Turns towards a familiar sound then locates range of sounds with accuracy</li> <li>• Quietness or alerts to the sound of speech</li> <li>• Listens to familiar sounds, words or finger plays</li> <li>• Reacts in interaction with others by smiling, looking and moving</li> <li>• Moves whole bodies to sound they enjoy, such as music or a regular beat</li> <li>• Has a strong impulse to explore</li> <li>• Pays attention to dominant stimulus – easily distracted by noises or other people talking</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and enjoys rhythmic patterns in rhymes and songs</li> <li>• Rigid attention – may appear not to hear</li> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</li> <li>• Listens with interest to the noises adults make when they read stories</li> <li>• Recognises and responds to many familiar sounds eg. Turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests</li> <li>• Listens to stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Is able to follow directions (if not intently focused on own choice of activity)</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity</li> <li>• Two channelled attention – can listen and do for short span</li> </ul>

	<ul style="list-style-type: none"><li>• Concentrates intently on an object or activity of own choosing for short periods.</li></ul>	<ul style="list-style-type: none"><li>• Single channeled attention. Can shift to a different task if attention fully obtained – using child's name helps focus</li></ul>	
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<p><b>Implementation:</b></p>	<ul style="list-style-type: none"> <li>• Share stories, songs and rhymes from all cultures</li> <li>• Have planned time for singing</li> <li>• Share favourite stories at group time</li> <li>• Have opportunities for children to touch, smell, listen and explore objects</li> <li>• Create quiet areas, dens and hideaway spaces for children to spend quiet moments.</li> <li>• Have a basket of 'fidget' toys to hand. You can also use special cushions to help a child stay in the same place.</li> <li>• Think about where you position your seat: the window or picture behind you may prove to be too distracting.</li> <li>• To share favourite stories</li> <li>• Sing songs and rhymes</li> <li>• Say the child's name and ensure you have their attention before speaking to them.</li> <li>• Use lots of non-verbal communication, such as gestures and pointing to accompany what you are saying to the children.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage children to use each others names</li> <li>• Encourage repetition ,rhythm, and rhyme by using different tone and intonation when reciting stories and rhymes from books</li> <li>• Talk about different sounds children hear such as train "choo,choo"</li> <li>• Use puppets and props to encourage listening</li> <li>• Design a game with sounds that involve children naming sounds and matching to objects</li> <li>• Use audio resources as part of your children's regular activities. Audio stories, songs, and listening games such as environmental sounds will all help your children to develop listening skills.</li> <li>• Model being a listener by listening to children and taking account of what they say in responding to them</li> <li>• Be enthusiastic! Make your voice sound interesting. Use plenty of intonation and use exaggerated facial expressions to keep the children engaged, for example use different voices during story time. Use puppets and toys to tell stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a set up story area where children can listen to stories</li> <li>• Children have opportunities both to speak and listen to others at group time</li> <li>• Use stories with repeated refrain and songs which children can reply and take turns</li> <li>• Use sand timers to help extend concentration for children</li> <li>• Play games which involving listening for a signal eg. Simon says, Ready steady go.</li> <li>• Ensure children are feeling ok, by consciously considering Leuven's (1996) levels of well-being. Their concentration depends on how good they feel about themselves, how happy they feel and their feelings of belonging. '</li> </ul>
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<b>Stages of attention:</b>	
<b>Intent</b>	<b>Implementation:</b>
<p><b>Fleeting attention (0-1years)</b></p> <p>Attention flits from one thing to another.</p> <p>Attention is involuntary and is caught by stimuli.</p> <p>E.g. attention shifts from one object / person to another and is easily distracted by a new event occurring e.g. a loud noise.</p>	<p>Creating inviting spaces to encourage communication and opportunities for children to explore and investigate both indoors and outside the classroom.</p> <p>Have a variety of music and story cd's for children to listen to.</p> <p>“What's in the box” singing game for children to listen to the different rhymes and choose an object.</p> <p>Adults singing songs in groups and at every opportunity.</p> <p>Practitioners to use lively voice to help children tune in</p> <p>Adults to make eye contact, using touch or voice to communicate with children</p> <p>Display photos to show children how to communicate</p>
<p><b>Rigid attention (1-2 years)</b></p> <p>Can attend to a concrete task of child's own choice.</p> <p>Attention is involuntary.</p> <p>Ignores external stimuli in order to focus.</p> <p>E.g. may concentrate on blocks but will ignore adult intervention both verbal and visual</p>	<p>A variety of books are available with props and puppets to assist story.</p> <p>Sound boxes to explore with objects inside the box which make different pitches and sound.</p> <p>Bucket box as an adult led activity to use objects to encourage sound and listening.</p> <p>Use repeated sounds, words and phrases for children to begin to recognise sounds</p> <p>Snack time in groups to talk and listen to others</p>
<p><b>Single channeled attention (2-3 years)</b></p>	<p>Listening games such as pass the parcel, musical statues and wrapping up objects and asking the children to guess what is inside by listening to the sound the object makes.</p>

<p>Child still cannot attend to other stimuli while focussing on a activity.</p> <p>Can shift full attention with adult's help to the adult.</p> <p>Control of the child's attention lies with the adult.</p> <p>E.g. if a child is playing a game, the adult can shift the attention of the child, for example by saying " look at this" the child will respond and then go back to their game.</p>	<p>Listening to stories in key groups</p> <p>In small world create areas linked to stories that children are familiar with to encourage them to listen to stories and use story language.</p> <p>Have a variety of music and story cd's to listen to.</p> <p>Spaces around the classroom for children to listen and talk to each other and areas around the classroom with focus on developing listening skills.</p> <p>Encourage children to imitate and explore sound by collecting resources that children can listen to and distinguish between.</p> <p>Games that involve guessing the object by sound</p> <p>Practitioners to use tone and intonation to encourage repetition and rhyme.</p> <p>Adults to encourage home language to communicate and listen to.</p>
<p><b>Focusing attention (3-4 years)</b></p> <p>The child is starting to control their own focus.</p> <p>Child can still only focus on one activity at a time.</p> <p>Will give full attention to specific activity including both visual and auditory.</p> <p>Can focus and refocus their attention by themselves.</p> <p>E.g. child can be playing a game will stop when adult speaks, give their full attention to the adult, and then will continue with their game.</p>	<p>Puppets for children to use as a puppet show for others to listen to.</p> <p>Sound boxes with objects to explore the object inside the box.</p> <p>Talk boxes as an adult led activity which after activity is put in the small world area for children to use independently.</p> <p>Sharing stories in different contexts</p> <p>Working in small/large groups taking turns</p> <p>Key group time at beginning and end of nursery session</p> <p>Adults will model and build up vocabulary linked to day to day activities, conversational skills, topics, actions, events people and objects.</p> <p>Play games which involve listening for a signal eg Simon says</p> <p>Adults to model being a listener by listening to children and taking into account what children are saying</p> <p>Share rhymes and stories from different cultures</p> <p>Set up listening areas in continuous provision for children to reflect and listen to others and sounds</p>



<p><b>Two channeled attention (4-5 years)</b></p> <p>Child can focus on an activity but can also listen to what is being said without stopping their activity and looking at the speaker.</p> <p>Can focus on a single aspect of a complex situation.</p>	<p>Use vocabulary and listen to vocabulary that are increasingly influenced by the experience of books</p> <p>Provide natural opportunity for adults to model and encourage the language of thinking, planning, reviewing and evaluating.</p> <p>Natural materials such as wood pieces, stones, bark to create small world environments.</p> <p>Small world toys to develop a variety of small world scenes and environments</p> <p>Role play resources to develop different role play themes</p> <p>Treasure items to spark interest</p> <p>CD player / listening station</p> <p>Use sand timers to extend concentration for children and to focus on length of time of activity</p> <p>Stories with repeated refrain</p> <p>Listen to sounds in the environment and discuss what the children hear</p> <p>Opportunities for children to listen to additional languages</p>
<p><b>Integrated attention (5-6 years)</b></p> <p>Two channel attention is well entrenched and the child can implement it across different situations and people.</p> <p>Attention is well established and sustained.</p> <p>Child can shut out unwanted and unrelated information and can concentrate only on the necessary features.</p>	<p>Opportunities for children to give and respond to instructions eg IMac computer and Beebot</p> <p>Key group time – welcoming children making relationships</p> <p>Forest school sessions for less confident speaking children to feel less inhibited</p> <p>Use actions for oral retelling of stories to help children remember and internalize story language</p> <p>Use books to contain specific vocabulary that we want to teach</p>

## Understanding:

Children learn most effectively through being involved in rich experiences and practical activities promoted through play. Adults need to join in this play, both talking with and listening to the children, taking into account their interests and experiences. It is important for children to have a good understanding of different concepts as it assists in their ability to follow instructions and be specific in what they are talking about. In order for a child to use concepts in their spoken language, they first need to have a good understanding about what these concepts are and what they mean. By developing this understanding they are then better able to follow instructions at home, at preschool and in the school environment. Receptive (understanding) language: Comprehension of language. Understanding of language develops before expressive language. In order to be able to use language appropriately, a child first needs to be able to understand the specific language area. The difference between what a child understands and what they can say is about 5:1 between the ages of 2-3½ years eg. the child knows a lot more than what they can say.

We use a program called WELLCOMM that allows us to dive deeper and really in point the level of children's understanding. This is done at the beginning of the year and repeated at the necessary times throughout depending on individual children. Small activities are set up individually tailored to the level of the child to further their development and understanding following the program.

*We have split the umbrella of understanding into 3 different parts:*

- **Respond** – being able to understand what has been said and respond in some way this may be through an action, a gesture or a verbal communication.
- **Follow** – to be able to understand what is being said and to follow through with the action for example: *While playing with the farm animals there is a cow, pig and a sheep. Ask the child 'Can you find the cow?' the child would respond by pointing or giving you the cow showing they fully understood what was being asked and followed through with the task.*
- **Respond and answer** - using where, how and why questions to gain better understanding of an experience and in response to an activity or event they have been part of.

## The key principles linked to understanding:

- Children to feel confident to interact with others in different range of situations.
- For children to be able to follow instructions, requests and ideas in a range of contexts.
- Children to confidently respond to and answer questions in response to their thoughts, ideas, predictions, speculation and provocations.

## Early Years Statutory Framework (2021)

Listening Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

	I am able to respond to the things people say to me.	I am able to follow the things people ask me to.	I am able to respond to and answer what people ask me to do.
<b>Intent:</b>	<ul style="list-style-type: none"> <li>• Interact with others in a range of situations.</li> <li>• Stops and looks when hears a familiar voice.</li> <li>• Stops and looks when hears their name.</li> <li>• Understands that words, sounds and gestures are associated with everyday actions.</li> <li>• Relate two things together –</li> <li>• Beginning to use language with non verbal clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects objects by name and will find objects when asked.</li> <li>• Identify an object from a group of 3.</li> <li>• Understands simple sentences.</li> <li>• Identifies action words by pointing when asked.</li> <li>• Understands who, what and where when used in simple sentences.</li> <li>• Understanding simple concepts such as: hot-cold, big-small</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the propositions – under, on top and behind.</li> <li>• Responds to simple instructions.</li> <li>• Beginning to understand why</li> <li>• Responds to two part sequence instructions.</li> <li>• Understands humor.</li> <li>• Follow a story without pictures or props.</li> <li>• During discussions responds to others ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>Follow others body language (pointing or gestures)</li> <li>Understanding of single words is developing.</li> </ul>	<ul style="list-style-type: none"> <li>Understands more complex sentences.</li> <li>Understands the use of different objects.</li> <li>Follow instructions or a request.</li> <li>Follow a suggested idea in a range of concepts eg: during play.</li> </ul>	<ul style="list-style-type: none"> <li>Answer how and why questions about their experiences.</li> <li>Answer in depth questions about stories or events.</li> <li>Use and respond to how questions.</li> <li>Answer questions in response to thoughts, ideas, predictions, speculations and provocations.</li> </ul>
<b>Implementation:</b>	<ul style="list-style-type: none"> <li>Opportunities for children to explore and investigate both indoors and outdoors</li> <li>Talk activities through, reflecting on and modifying what children are doing, retelling stories, constructing models.</li> <li>Visual support for routines in bathroom for washing hands and nursery routine</li> <li>Key group time start and end of session to reflex on day</li> <li>Use a variety of rhymes, songs and stories</li> <li>Create inviting spaces to encourage communication eg book area, role play and sensory area</li> <li>Resources clearly labelled with pictures and words</li> <li>Adults make eye contact when speaking to children</li> </ul>	<ul style="list-style-type: none"> <li>Non – friction books linked to topics, themes and interests on book shelves and in the library area</li> <li>Story bags with props in for different stories displayed in the book area and use at key group time. Have a core book story for a week to explore all concepts of the story.</li> <li>Use actions for oral retelling of stories to help children remember and internalize story language.</li> <li>Transition times to follow instructions or cues. Short precise instructions given by practitioners at key group arrival and tidy up time. Eg. Go wash hands at arrival time and put coat on at home time.</li> <li>Encourage play with language eg making up rhymes, silly soup</li> </ul>	<ul style="list-style-type: none"> <li>Plan to use books that contain specific vocabulary we want to teach eg shark in the park for repeated refrain and rhyme</li> <li>Key person time to talk about feelings, story time, listening to others at arrival and departure time</li> <li>Opportunities for children to give and respond to instructions</li> <li>Floor books for planning own learning, asking and answering questions connected to children's interests</li> <li>Set up different types of role play eg home corner, builders yard in construction area</li> <li>Opportunities to design and create where children can test ideas and evaluate</li> <li>Categorizing games / sorting objects eg different sizes of</li> </ul>

	<ul style="list-style-type: none"> <li>• Use actions to support words</li> <li>• Adults use and repeat single words to describe objects in different areas of continuous provision eg car, cow, book</li> <li>• Use actions when singing rhymes and songs</li> <li>• Provide resources that stimulate interests eg books, shiny treasure box or mirrors</li> <li>• Interpret and give meanings to objects that the children pick up or point to. Eg. Say car if the children pick up a car.</li> <li>• Name cards with photos used at key group time to help recognize names and each other, use the same photo on name card for learning journals, coat hooks so children can find their own belongings.</li> </ul>	<ul style="list-style-type: none"> <li>• Fun trails to encourage children to listen to, understand and follow clues to answer questions. Fun trails also involve parent interaction with children.</li> <li>• Areas in the environment to promote communication and language skills</li> <li>• Practitioners recognize children's competence and appreciate and reward effort of understanding new words and phrases</li> <li>• Plan play activities and provide resources which children engage in symbolic play eg putting baby in highchair and feeding baby with spoon.</li> <li>• Provide a running commentary of the activities the children are doing eg. You are putting the baby in the highchair or put the long brick on top of the other bricks</li> <li>• Use two words together to describe objects eg red car</li> <li>• Key group time provide opportunity for children to talk with other children and adults about their interests, how they feel and what they see.</li> </ul>	<p>pebbles, pine cones and animals, colours,</p> <ul style="list-style-type: none"> <li>• Experience language for thinking to express ideas opportunities to talk about events, construction and creations in small groups or one to one.</li> <li>• Practitioners to talk to children about what they are doing and help children reflect upon events. Practitioners to talk about relevant events in their lives and discuss similarities.</li> <li>• Practitioners to give clear directions and instructions</li> <li>• Practitioners help children to deal with more than one action in instructions eg tidy up the nursery, wash your hands and sit down ready for snack.</li> <li>• Use photographs of activities to reinforce understanding. Eg hand washing routine, colour mixing with powder paint</li> <li>• Use discussion to ask children to think in advance how to tackle and accomplish tasks. Practitioners to use open ended questions to discuss outcomes of activities</li> </ul>
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		<ul style="list-style-type: none"> <li>• Activities which anticipate or initiate what children are doing eg baking, making playdough, mixing paint.</li> <li>• Adults to use language connected to the area of continuous provision eg heavy, big for construction, baby, home and cook for the role play area.</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioners to explain effect eg the object sank in the water because it was too heavy</li> <li>• Adults to act out and join in with imaginative role play to encourage children to act out scenarios and characters.</li> <li>• Introducing new activities use mime and gesture to support language and understanding development</li> <li>• Share experiences that children can reflect upon eg visits, stories that children can re-enact.</li> <li>• Talk about festivals, celebrations and special events to encourage language, understanding and re-enactment. Eg Christmas, birthdays, Eid</li> <li>• Provide practical experiences that encourage questioning and responding to questions eg colour mixing paint, wet and dry sand. Practitioners to model the stages and language of practical experiences.</li> </ul>
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## Speaking:

We know that language skills begin to develop from a very young age as babies start to babble and coo and make other sounds. Very young babies will use these to communicate their needs to their caregiver. As babies get older they listen to the language being used around them, watching faces as people talk and will begin to turn towards people's voices. By 6 months babies are babbling more and more using different sounds and repeating sounds such as "da da" or "oo oo". When a child reaches 12-18 months most children will have begun to say a few simple words such as "mama" "dada" and understand what they are saying. At this stage language begins to develop quickly as they rapidly learn new words and repeat words they hear, it can be common for children to leave off word endings or beginnings at this stage. When a child reaches 2 years they might begin to string words together creating short phrases such as "Mummy, bye-bye". This then progresses as vocabulary expands rapidly learning and using new words. As children grow in confidence and are surrounded in a language rich environment they will become more confident in using language as a powerful means to express themselves. We understand all children develop differently although have procedures and policies in place to support children who may need further support from other professionals. We work closely with Speech and Language therapists who visit nursery to see the children and provide activities specific to the children. These activities are carried out on a regular basis with the child to develop their specific identified needs.

## The key principles linked to speaking:

- To develop children's oral language.
- To enhance and stretch children's vocabulary.
- To develop children's confidence to express their needs and wants through language.

## Early Years Statutory Framework (2021)

Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

	<b>What is our intent:</b>	<b>Implementation:</b>
<b>Language</b>	To be able to speak clearly to express their needs and wants. Speak in sentences and to use language as a powerful means of communication.	Start session with welcome routine, who is here today? Transition times following instructions and end of session group goodbye routine, recapping nursery session.
<b>Questioning</b>	To ask and to answer questions when talking to familiar and unfamiliar people in a range of different contexts.	Key person time to talk about feelings, important news, what children have been doing today, story time ,listening to others, talking about themselves
<b>Vocabulary</b>	To use an increasing range of vocabulary appropriately and to understand the meaning of new words.	Plan to use books that contain specific vocabulary that we want to teach
<b>Communication</b>	To feel confident in communicating with others and engaging in conversations – being aware of taking turns in listening and responding.	Circle and group time using floor books and project group asking and answering questions about topics and interests
<b>Uses tenses</b>	Being able to confidently use the tenses – past, present and future in conversations.	Time to reflect on and celebrate children's learning and positive behavior to help children discuss and understand expectations.
<b>Reasoning</b>	Being able to talk about and discuss reasons behind their actions and be able to explain their ideas in different context.	Opportunities for children to give and respond to instructions. Staff to speak clearly and precise when giving out instructions.
<b>Clarify thinking</b>	Use language to connect their thoughts and ideas. To share these with others.	News time at key group time for children to have opportunities to talk about important events in their lives
<b>Narrative</b>	Use language as a powerful means of extending play ideas, adding a storyline to imaginative play and recreating experiences	Plan to use books within story time to enhance speaking and listening skills. Stories with rhyming words and key phrases and repeating refrain.



	I am beginning to understand the powerful use of language.	Through my voice I am exploring, experimenting, labelling and expressing language.	I am able to use language as a powerful means to describe, question, represent and predict. I share my thoughts feelings and ideas.
<b>Intent:</b>	<ul style="list-style-type: none"> <li>Communicates through; crying, gurgling, babbling...</li> <li>Eye gaze/copies an action (intensive interaction)</li> <li>Makes up own sounds to communicate with familiar adults.</li> <li>Look/Stare at an object of interest.</li> <li>Gesture to an adult to make the right response.</li> <li>Early speech sounds: 'baba', 'nono' 'gogo'</li> <li>Uses sounds linked to objects; "brrmm"</li> <li>Uses some single words.</li> <li>Copies / imitates language from others.</li> <li>Points or uses eye gaze to request things.</li> </ul>	<ul style="list-style-type: none"> <li>Copies familiar expressions.</li> <li>Putting two words together.</li> <li>Using everyday words (nouns, verbs and adjectives); hot, go, bed, banana.</li> <li>Begin to ask simple questions</li> <li>Beginning to talk about things and people who are not present.</li> <li>Holds a conversation, jumping from topic to topic.</li> <li>Learns new words rapidly.</li> <li>Using variety of questions (what, where and who)</li> <li>Uses simple sentences</li> <li>Beginning to use word endings (ing, s)</li> <li>Using talk to enhance imaginative play.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to links thoughts.</li> <li>Retell simple events in the correct order.</li> <li>Questions why things happen (Who, what, where and when)</li> <li>Uses a range of tenses.</li> <li>Uses intonation.</li> <li>Builds up vocabulary to reflect their experiences.</li> <li>Uses language to imagine and re create role and experience in play.</li> <li>Uses language to organise his thoughts and ideas.</li> <li>Introduces storylines into their play.</li> </ul>
<b>Implementation:</b>	<ul style="list-style-type: none"> <li>Circle and key group time welcoming children, singing songs and ,rhymes and bucket time group.</li> </ul>	<ul style="list-style-type: none"> <li>Core books available for adults to read to children with repetitive phrases, rhyming and new words.</li> </ul>	<ul style="list-style-type: none"> <li>Nursery provides a natural object environment for adults to model language and encourage the language of</li> </ul>

	<ul style="list-style-type: none"> <li>• Adults speaking clearly and modelling language and sounds</li> <li>• Set up area in continuous provision with musical instruments which shake, bang</li> <li>• Investigate how parents communicate with their children</li> <li>• Practitioners to copy children's sounds in turn taking conversations</li> <li>• Ensure parents understand the importance of talking to children</li> <li>• Communicate with parents of children's new words and sounds used in nursery</li> <li>• Adults are tuned in to support sounds and words which are not clearly communicated</li> </ul>	<ul style="list-style-type: none"> <li>• Adults to read with enthusiasm and using different tones of voice.</li> <li>• Adults using words clearly and precisely when talking to children.</li> <li>• Adults giving children choices to build up vocabulary</li> <li>• Practitioners to encourage parents to use home language when speaking with children at home</li> <li>• Adults to model building sentences by repeating what children are saying and adding an additional word eg child says car adult to respond red car or big car.</li> <li>• Be patient and allow children time to start talking and build a conversation</li> <li>• Introduce new words related to play in areas of continuous provision eg role play baby, cook, oven construction big, little, heavy and light creative area mix, colour, paper, paint, small world area animals, cow, pig, tiger, horse, lion, crocodile, grass, water</li> </ul>	<p>thinking, planning, reviewing and evaluating ideas.</p> <ul style="list-style-type: none"> <li>• Role play resources of food, kitchen utensils, dolls, dressing up clothes and resources to develop different role play areas linked to theme.</li> <li>• Adults taking on active role in children's play.</li> <li>• Introduce and reinforce the use of more complex sentences</li> <li>• Practitioners use the correct grammar</li> <li>• Provide interesting and stimulating play opportunities and environments which are updated regular to stimulate interest and experiences</li> <li>• Silly soup song to provide word patterns and differences in sound</li> <li>• Use puppets and story sacks to explore different endings to stories and to re-enact core book stories</li> <li>• Adults to use open ended questioning</li> </ul>
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