

**Curriculum Goal:** Communication & Language

Through the EYFS curriculum, we intend to inspire confident communicators who can share their thoughts, feelings and opinions with others. We wish to expand the children's vocabulary and enrich it through hands on practical experiences. We want our children to communicate with confidence, in their home language as well as in English, using an appropriate system of communication. We want our children to understand that language is powerful, both verbal and non-verbal, and through language children can express wants, needs, ideas and to be able to articulate their rights.

**Context:**

At Bloomsbury the very large majority of children have EAL. Currently we have 33 languages – how amazing is that! Whilst this diversity is to be celebrated, we do acknowledge that having EAL can create barriers to learning. Children will learn English from a strong foundation in their home language. It is important for families to use their home language for linguistic as well as cultural reasons. We value the use of Makaton as a universal language that connects us all. We use WellComm as a tool to assess language and plan for next steps to support children's progress.

**City & district Ladywood Data**

Ladywood is the most deprived ward in the city. Children from more disadvantaged backgrounds may have fewer chances to develop their vocabulary. Removing this inequality is a priority for us. Communication and Language outcomes across our city, as measured by the Early Years Foundation Stage Profile 2019, were at 77.2% compared to the average across England of 82.2% and our statistical neighbours with an average of 78.4%.

**EDUCATIONAL PROGRAMMES EYFS 2021**

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 are 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.

**First milestone:** To use communication and language to express their wants, needs and entitlements. To have a developing understanding and use of Makaton as a vehicle to support communication. To begin to demonstrate enjoyment of stories, songs and rhymes through developing listening and attention skills.

- Know their keyworkers name – say or sign
- Recognise their own name – self register
- Communicate basic needs through language or signs- **toilet, hungry, thirsty, happy & sad**
- Use a simple sentence to make a choice at group time – 'I want to play in the garden'
- Show an interest in songs and rhymes
- Understand, access & read appropriate visual timetable
- Understand, with scaffolding if required, and act on longer sentences like find your coat.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple'.

**What does this look like?**

Children will be able to use a form of communication, verbal or non- verbal, to access the nursery day, using the Makaton signs; **toilet, hungry, thirsty, happy & sad** to express their wants & needs.

<p><b>Second Milestone:</b> Children demonstrate a love for stories, songs and rhymes and begin to use vocabulary linked to core books. Listening skills are developing and with support children are able to respond to questions and instructions. Children are able to ask for help if they need it, and to speak in simple sentences.</p>	<ul style="list-style-type: none"> <li>• Know the names of all/ most of the children in their family group</li> <li>• Develop use of Makaton to support communication to include signs for Good Looking, Thinking and Sitting</li> <li>• Sing a repertoire of familiar songs and rhymes</li> <li>• Be able to talk about familiar books, and be able to retell a long story</li> <li>• Learns lots of new words and use them in play- specific vocabulary taught each week linked to core books</li> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>
<p><b>What does this look like?</b></p>	<p>Stories are seen as a source of joy and excitement. Core vocabulary linked to core books is used and reinforced through continuous provision. The use of Makaton is visible and used as a vehicle to support communication. Children have a developing repertoire of favourite songs and rhymes.</p>
<p><b>Third Milestone:</b> Children are able to talk with other children, using simple sentences. Listening skills enable children to participate in group times, listening to their peers and responding to things said by others. Children are able to talk about what they are doing and things they remember that are important to them eg Eid, Diwali, often starting conversations with familiar people. Children are able to follow an instruction with two parts.</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• To listen when they are in a group or with other children</li> <li>• Sits quietly and listen for fifteen minutes</li> <li>• Be able to move away from distractions when concentrating</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• To communicate their wants and needs with confidence, using an appropriate system of communication.</li> <li>• To talk about things, they are doing and things they remember</li> <li>• Start conversations with familiar people</li> <li>• To speak clearly and with confidence, speaking in sentences</li> <li>• Join in at group time by putting up hand and waiting their turn to talk</li> <li>• Be able to talk about thoughts even when they disagree and can discuss this using words and actions</li> <li>• Uses longer sentences of four to six words when talking</li> </ul>
<p><b>What does this look like? Measure...</b></p>	<p>Language, verbal and non-verbal, is used effectively as a powerful means of communication. Children are to listen for extended periods, engaging in group times for extended periods. Children are confident to communicate, excited and eager to share their thoughts and opinions. Language is used as a vehicle to resolve disagreements.</p>
<p><b>Final Milestone:</b> Children are able to confidently use language to express their wants and needs, to access their day at nursery. Makaton is used to support all routines of the day. Children speak in sentences, listening skills are developed, with improved attention and recall. Books are accessed independently; children are able to retell favourite stories and talk about what happens in a story. Children have a developing repertoire of favourite songs and nursery rhymes. Core vocabulary is used in continuous provision.</p>	