

Communication and Language Curriculum Intent

At Rockwood, we aim for children to express themselves with confidence to listen and respond appropriately

We do this through....

....Our Image of the Child....

LOVED	A child at Rockwood will feel loved because staff will take time to listen and value their ability to communicate in any way that they can (through Makaton, gesture, expression and words. Staff will support communication by modelling and extending, offering new vocabulary when appropriate.
CREATIVE	A child at Rockwood will be encouraged to be creative by offering a variety of mediums, such as, role play, storytelling, and open-ended resources to develop creative thinking and use of language which is both fun and purposeful.
CURIOUS	A child at Rockwood will learn to be curious about the language rich, vibrant and stimulating learning opportunities that are provided starting from their interests; they will learn to question and explore to extend their knowledge.
INDEPENDENT	A child at Rockwood will be guided, scaffolded and praised on their journey to become a successful, independent communicator no matter what their starting point is.
CONFIDENT	A child at Rockwood will feel confident and valued by staff who praise and support their communication skills, listening and showing interest in what they want to say.
MOTIVATED	A child at Rockwood will feel motivated to have a "have a go" attitude because the staff follow the children's interests and support and praise all their communication skills. We celebrate children's learning and share their achievements with their parents.
RESILIENT	A child at Rockwood will have a "have a go" attitude and the confidence to make mistakes but to continue to learn in a supportive and safe environment.

.... Our Curriculum Development...

STAGE ONE	STAGE TWO AT TWO	STAGE THREE AT THREE	STAGE FOUR AT FOUR	STAGE FIVE	STAGE SIX SCHOOL LEAVERS
Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding	Listening, Attention and Understanding
<ul style="list-style-type: none"> • Children will show an interest or a reaction to the sounds around them. • Children will learn to respond to an interested adult outside of their family. • Begin to understand simple words e.g. stop. • Children will begin to understand and respond to repetitive key vocab and events e.g. tidy up time. 	<ul style="list-style-type: none"> • Children will show awareness and interest in others by watching or wanting to join in. • Children will respond to adult commentary in play, for example by talking through what the children are doing in their role play • Begin to respond to simple instructions. 	<ul style="list-style-type: none"> • Children will begin to listen without distraction for a short period of time when things interest them. • Begin to show an awareness and understanding of new vocabulary. • Begin to use this knowledge widen their experiences and exploration across the setting. • Begin to respond appropriately to simple instructions. • Children will show understanding of what and where questions and begin to develop the concepts of positional language, such as, in, on, under. • Begin to show an interest in books and simple stories. 	<ul style="list-style-type: none"> • Begin to respond to simple instructions appropriately, both in a group situation and individually. • Concentrate on what others say and respond appropriately by following instructions or answering in an appropriate way. • Children will be aware that others have something to say of interest and will begin to listen appropriately for a short length of time. • Children will begin to be involved in group games and activities. 	<ul style="list-style-type: none"> • Children will be able to listen without getting distracted by others. • Children will show some understanding of emotion and will be able to identify happy, sad and angry faces. • Children will have a bank of songs and rhymes that they enjoy and may request. 	<ul style="list-style-type: none"> • Children will listen attentively to stories and be able to retell familiar ones. • Listen and respond appropriately to others in conversation. • Children will begin to understand a range of emotions and may be able to communicate why they or someone else feels this way.

STAGE ONE	STAGE TWO AT TWO	STAGE THREE AT THREE	STAGE FOUR AT FOUR	STAGE FIVE	STAGE SIX SCHOOL LEAVERS
Speaking	Speaking	Speaking	Speaking	Speaking	Speaking
<ul style="list-style-type: none"> • Children will communicate in a range of ways (expression, gesture and words) • Children will learn that all communication will be valued by the adults caring for them. • Copy new gestures, sounds and words and use them • Children will copy familiar expressions, 'all gone', 'oh dear' 	<ul style="list-style-type: none"> • Children will communicate their wants and needs with adults in a way that is assessable to them (gesture and words) • To begin to use single words in context. • Children will begin to use some doing words when they are communicating. 	<ul style="list-style-type: none"> • Children will use short sentences of 3 words or more • Begin to use spoken vocabulary to interact with others at single- or two-word level. • Within play, children will learn to communicate, interact and turn take, particularly with their key adult. • Join in with actions of songs/rhymes. • 	<ul style="list-style-type: none"> • Children will begin to join in with simple rhymes and stories using gesture and some words. Begin to use simple sentences. • Children will participate in group discussion and learn simple turn taking. • Children will start to use meaningful questions e.g. what, where, why when? To further their understanding and vocabulary. • They will begin to recall what they experience. 	<ul style="list-style-type: none"> • Children will begin to show maturity in the way they talk to others (taking turns in conversations and extending or questioning what others have said). • Children will learn to use their extending vocabulary to share ideas with others, ask and respond to meaningful questions in context purposefully. • Develop and extend language and learn to use descriptive language to explain, clarify and reason. • Children language will demonstrate an understanding of grammatical rules, such as, plurals, pronouns (I, you, he, she) and tense (past, present and future). • Begin to develop narratives/storylines in their play. • Children will begin to play with language, enjoying rhythm and rhyme activities and making up their own songs. 	<ul style="list-style-type: none"> • Attend, understand and verbally communicate their needs, thoughts and ideas. • Use talk to clarify their thinking and predict what may happen next. • They will be able to use language to talk about current, past and future events using grammatically correct speech more and more. • Children will have a wide range of words and phrases that they can use in a variety of ways. • Children will begin to use language creatively when playing, using different volumes and sometimes accents for the different characters. • Children will have an awareness of humour and have the ability to retell an incident with understanding of why it was funny. • Have the ability to tell/make up a joke or nonsense rhyme. • Children will show some awareness of the sounds in words and enjoy playing around with these sounds, exploring rhythm, rhyme and phonics.