

## Rockwood Nursery School

### Sequence of Learning for Communication and Language

**Intent for Communication and Language**  
*for children to express themselves with confidence to listen and respond appropriately*

Stage	INTENT	IMPLEMENTATION	IMPACT
One	<p>Children will show an interest or a reaction to the sounds around them.</p> <p>Children will learn to respond to an interested adult outside of their family.</p> <p>Children will communicate in a range of ways (expression, gesture and words)</p> <p>Children will learn that all communication will be valued by the adults caring for them.</p> <p>Copy new gestures, sounds and words and use them</p> <p>Begin to understand simple words e.g. stop.</p> <p>Children will begin to understand and respond to repetitive key vocab and events e.g. tidy up time.</p>	<p>Offer a safe, fun and inviting environment that stimulates the child, with a home corner and other items that will be recognisable from the home.</p> <p>Run a key worker and key teachers' system for all children that begins at the home visit. Staff understand the principles behind ECAT and Rockwood is part of this.</p> <p>Offer an hour visit to nursery with parents/carers. If required reduce hours attended to suit the individual child and build up the hours to the full session.</p> <p>Work closely with parents and families to help children progress. Invite parents/carers to a progress meeting at</p>	<p>Children will be stimulated by the environment and want to learn.</p> <p>Key workers and key teachers allow children to have security and stability and the opportunity to develop a special relationship outside of their family – children who feel happy and secure generally progress more quickly.</p> <p>Offering a visit to nursery allows the child to access nursery provision with their parent/carer, this will help them develop their confidence by seeing their teacher and carer side by side.</p>

	<p>Copy familiar expressions, 'all gone', 'oh dear'</p>	<p>the beginning and end of their child's journey with updates and next steps.  Offer a display board accessible to the parents/carers with relevant and up to date information about nursery life and sign posts to other agencies in the local community, e.g. SALT etc  Offer a routine that children will follow day to day.  show interest in children and their play and are sensitive to children's needs, only becoming involved when the child wants us to. Giving them time and opportunity to express themselves.  Value gesture, talk by listening to children and showing interest by asking questions, extending or responding to their interests by offering new experiences.  Activities are planned taking into account children's needs and interest, they are planned with differentiation in mind.  Encourage expression in different ways and media, e.g. roleplay, painting. Movement, music and dance  Copy children's utterances, offer words and extending whenever possible.  Simple games- stop, go.  Sing nursery rhymes, share simple stories</p>	<p>By providing support to parents at progress meetings and in daily life we can provide a joint approach to learning.  Routines help children feel secure.  Working walls and group boards can be a talking point about a child's contribution to nursery life and can boost self-esteem.  Adults who are sensitive to the needs of children will allow children to develop confidence and progress at their own level.  By following children's interests' children will be motivated to expand their knowledge and skills.  Skilled adults use modelling, scaffolding and extending whenever they interact with children. Staff have been using WellComm for a number of years and now use the thinking behind it in their everyday practice.  Planned activities cover a range of ability levels to meet the needs of all children.</p>
--	---	--	---

		<p>Sing songs: tidy up song, washing hands song, etc.</p> <p>Use action rhymes so that children can join in without words when they want to.</p> <p>Have a variety of learning opportunities available where children can work individually and in small and large groups.</p> <p>Each key worker has a group box with things of interest for children of different abilities to explore when they are together.</p>	<p>A wide range of games, songs and stories offer new opportunities for learning.</p> <p>Support individual children's needs in a way that best suits them (Makaton, commenting, verbal cues, repetition etc)</p> <p>Regular observations and assessments help us to support individual children's needs.</p> <p>End of session group time boxes are filled with a variety of name cards, numbers, shapes, songs, sensory items and pupil pictures which supports the children with their speech and listening, as well as their turn taking and expressive development.</p>
Two	<p>Children will communicate their wants and needs with adults in a way that is assessable to them (gesture and words)</p> <p>Children will show awareness and interest in others by watching or wanting to join in.</p> <p>Children will respond to adult commentary in play, for example by talking through what the children are doing in their role play</p> <p>To begin to use single words in context.</p>	<p>ALL OF THE ABOVE AND:</p> <p>Give children time to talk, use gesture and respond appropriately.</p> <p>Supporting children who play alone, alongside and with, suggesting new ideas to extend play and involve other children.</p> <p>Offer new vocab.</p> <p>Offer a running commentary whilst playing.</p>	<p>ALL OF THE ABOVE AND:</p> <p>Children learn to give their attention to the story or conversation even for short bursts of time.</p> <p>Interest boxes can be added to and reflect individual children's interests, needs and abilities.</p>

	<p>Begin to respond to simple instructions. Children will begin to use some doing words when they are communicating.</p>	<p>Interest boxes created for children who require support with listening and attention. Give clear instructions for children to follow, such as wash your hands, put an apron on. Telephones, puppets, etc. can be used with children who are shy to encourage them to talk.</p>	<p>Children learn to follow instructions and will begin to become more independent within their environment. Experienced staff will reach out to even the shyest child in different ways (using props, for example puppets or phones to strike up a conversation).</p>
<p>Three</p>	<p>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 use spoken vocabulary to interact with others at single- or two-word level. 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. Within play, children will learn to communicate, interact and turn take, particularly with their key adult.</p>	<p>ALL OF THE ABOVE AND: Offer new words to extend vocab, e.g. big, large, enormous, huge, gigantic, colossal, etc. Within CP follow children's interests to extend learning to provide new vocab and experiences. Adults model and extend when playing with children. Adults give verbal instructions, repeating and breaking down where necessary. Games, ball games. All CP areas with an adult to support and extend- modelling and open-ended questions.</p>	<p>ALL OF THE ABOVE AND: By using the collective information, we have about children (from parents, staff, and observation) staff can start to plan small next steps for the children to extend their learning. Environments that reflect children's current interests stimulate children's learning, staff support this by adding or takeaway resources when the children indicate (through play) that this is appropriate. Staff use instructions that are matched to the child's ability (at this stage children may need less non-verbal cues but may still need stages of instructions rather than one long dialogue.</p>

	<p>Join in with actions of songs/rhymes. Begin to show an interest in books and simple stories.</p>	<p>Observe and make 1 or 2 comments before asking a question. Ask open ended questions using tone in the voice with eye contact and wait for response. Offer a response if none given. Use pictures, props for children to be able to participate in stories and singing times.</p>	<p>Skilled practitioners know when to question and when to comment to; they also allow children to respond by waiting and giving them time. Pictures and props help maintain a child's interest and give them different things to focus on. We can sometimes go off giving an estimate of 4 comments to the child then maybe asking a question to encourage the play more.</p>
<p><b>Four</b></p>	<p>Children will begin to join in with simple rhymes and stories using gesture and some words. Begin to use simple sentences. Begin to respond to simple instructions appropriately, both in a group situation and individually. Children will be involved in small and large group activities with various adults in a variety of ways. 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</p>	<p>ALL OF THE ABOVE AND: School leavers are assessed using WellComm Any children who are found to be struggling are offered intervention work through groups and individual tasks, sometimes home activities (nursery rhyme/ action song packs; big mouth, SALT packs) WellComm groups to provide language experiences that are matched to the child's ability are done in the school room with the children in their last year of nursery. Traditional stories, stories with refrain and repetition. Nursery rhymes</p>	<p>ALL OF THE ABOVE AND: The WellComm assessment is an age-related assessment that looks at receptive and expressive language. It allows us to look at the children's development and identify any gaps or needs they may have in their language acquisition. The children are then put into groups which match their ability and activities are planned and delivered according to their specific needs. The activities further the child's development of concepts and encourage mature use of language. Any children that are identified as being specifically</p>

	<p>to listen appropriately for a short length of time.          Children will participate in group discussion and learn simple turn taking.          Children will begin to be involved in group games and activities.          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.</p>	<p>Fill in the gaps "Humpty Dumpty sat on a.....".          Get it wrong; Humpty Dumpty.          Add the child's name into the rhyme or something of importance to the child, (a story) e.g. "Little Red Ruby Hood"          Group activities, Forest School, Tatty Bumpkins, WellComm, circle time, snack time.          Praise good listening          Listening tree          Listening walks, lotto.          Soft toy for turn to talk          Guess what is in my bag?          Home corner          Turn taking- games, bike stop.          What time is it Mr Wolf?</p>	<p>delayed can be referred to SALT for further assessment and possible therapy.</p> <p>At this stage phase 1 of letters and sounds is introduced with the focus on building listening skills. By integrating letters and sounds as well as WellComm we are preparing children for their reception year in school.</p> <p>Favourite songs and stories are altered with children's names to encourage listening/repetitiveness. E.g. 'Charlie Thumb and Charlie and The Three Bears'</p>
<p>Five</p>	<p>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 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</p>	<p>ALL OF THE ABOVE AND:          Group activities- tell me something about.....extending, thinking, listening to others.          Tatty Bumpkins          WellComm activities- e.g. object functions.          What's in the bag? Where were you hiding? (FS) I'm thinking of someone who is wearing...          Open ended questions.</p>	<p>ALL OF THE ABOVE AND:          Children begin to realise that one thing can be used to represent another, such as material as a cape or banana as a phone. They begin to make up their own stories/narratives in their play.          Children will start to use their language creatively with a rapid development of new words and phrases. They will understand that</p>

	<p>and respond to meaningful questions in context purposefully.</p> <p>Develop and extend language and learn to use descriptive language to explain, clarify and reason.</p> <p>Children language will demonstrate an understanding of grammatical rules, such as, plurals, pronouns (I, you, he, she) and tense (past, present and future).</p> <p>Begin to develop narratives/storylines in their play.</p> <p>Children will have a bank of songs and rhymes that they enjoy and may request. Children will begin to play with language, enjoying rhythm and rhyme activities and making up their own songs.</p>	<p>Open ended resources/props that require children to use things for a different purpose.</p>	<p>they can further their knowledge by asking questions that will be answered by caring and responsive adults.</p> <p>Children are encouraged to listen to others and build on what other children are saying.</p> <p>Open ended resources stimulate children's creativity and imagination.</p>
<p>Six</p>	<p>Children's understanding and expression of language should be more or less equal at this stage.</p> <p>Children will listen attentively to stories and be able to retell familiar ones.</p> <p>Listen and respond appropriately to others in conversation.</p> <p>Children will begin to understand a range of emotions and may be able to communicate why they or someone else feels this way.</p>	<p>ALL OF THE ABOVE AND:</p> <p>Encourage home school links e.g. photos, objects, achievement to share</p> <p>Recall past activities, e.g. Towneley walk, reindeers in a variety of ways</p> <p>Create vibrant displays of the children's work then on collection parents/carers children have the option to show, recall and tell what they have been doing at nursery.</p>	<p>ALL OF THE ABOVE AND:</p> <p>Children will feel confident and will have a mature use of language being able to listen attentively, understand what is being said, responding to emotions and asking appropriate questions to further their understanding and knowledge. Phase one letters and sounds will move onto rhyming, alliteration and phonic awareness that children will</p>

	<p>Attend, understand and verbally communicate their needs, thoughts and ideas.</p> <p>Use talk to clarify their thinking and predict what may happen next.</p> <p>They will be able to use language to talk about current, past and future events using grammatically correct speech more and more.</p> <p>Children will have a wide range of words and phrases that they can use in a variety of ways.</p> <p>Children will begin to use language creatively when playing, using different volumes and sometimes accents for the different characters.</p> <p>Children will have an awareness of humour and have the ability to retell an incident with understanding of why it was funny.</p> <p>Have the ability to tell/make up a joke or nonsense rhyme.</p> <p>Children will show some awareness of the sounds in words and enjoy playing around with these sounds, exploring rhythm, rhyme and phonics.</p>	<p>Ask questions about stories and events etc. to encourage children to communicate their understanding and feelings.</p> <p>To offer cues and prompts to help with thought process e.g. what do you need next? How can it move?</p> <p>Following children's interests to extend learning.</p> <p>Use "I wonder ..." questions</p> <p>Support children in writing (author) and drawing (illustrator) their own story or record a familiar favourite story.</p> <p>Offer opportunity for children to have fun with words, laugh at their joke or nonsense rhyme.</p> <p>Offer musical instruments or model familiar objects e.g. pencil on a table top to accompany play with sounds, rhythm and rhyme.</p>	<p>be able to play with and gain familiarity with the concepts which will then feed into their reception year and beyond.</p> <p>They will use language as a powerful tool to make and keep relationships and find out about the world in which they live.</p> <p>Language will open a new world of enjoyment and creativity for them as they become more independent.</p> <p>Adults will encourage the child's development by celebrating their achievements but within nursery but also with their families.</p> <p>Staff at this stage are scaffolding an independent learner by observing and supporting any next steps, but also encouraging children to be involved in their learning by asking "What would you like to do today?"</p>
--	---	--	--