



Colyton Caterpillars Early Education

Early Years Communication and Language Policy

This policy was agreed by trustees/staff:	
Date of last review:	December 2023
Date of next review:	July 2024
Reviewed by:	K.Clode

The nursery environment will provide and stimulate children with rich language experiences. This will encourage them to listen and participate in all nursery activities and discussion and build on the language that children bring to school. The curriculum will incorporate communication, language and literacy development in planned activities in all areas of the early years.

Early Years experience will:

- Enable children to talk together in pairs or small groups without a teacher or other adult being present e.g. during role play, providing opportunities to develop spoken English.
- Encourage questioning/describing/reviewing and clarifying e.g. during group times.
- Encourage children to listen to others e.g. Circle time.
- Encourage children to take turns during discussions.
- Provide children with individual opportunities for regular conversations with teachers/adults e.g. recalling events and explaining demands.
- Ensure that each child is given the opportunity to contribute at his/her own level in a variety of situations e.g. regardless of ability/home language. Children with specific language needs will be supported in their own appropriate way.
- Generate discussion and give children opportunities to predict and analyse outcomes, through problem solving situations within all areas of the nursery curriculum.
- Provide situations for children to use and experience another language e.g. stories and listening to other children.
- Give children opportunities to speak, listen and understand in a variety of ways e.g. role play situations, giving orders, negotiating etc.
- Provide children with continuously building language experiences to increase their vocabulary e.g. adult role models giving support, negotiation.

- Close team work between, where appropriate, bilingual workers, speech therapists and/or members of staff
- Implement the advice or strategies recommended for individuals to support their language development.
- Support those children with speech and language problems and implement their support programs to ensure optimum progression.

Provisions will include:

A language rich environment offering many experiences encouraging spontaneous speech.

- Use of speech and language support as part of daily provision.
- A reading area where children can share books with adults and peers and retell familiar stories. The area should also include a tape recorder with taped stories and accompanying books.
- Stimulating displays to encourage discussion and response.
- A role-play area to encourage the secure practice of language and its uses.
- Adults present to support children with their language acquisition.
- Daily group times to promote questioning and discussion as well as encouraging turn taking.
- A finding-out, sand/water area (nursery) to promote discussion, prediction and description coming from the investigative process.
- General nursery occurrences that give rise to spontaneous discussion and naming of things, brought about by day to day interaction within the nursery e.g. when spilling paint, going to the toilet, seeing bulbs sprouting.

The provider should anticipate and ensure all opportunities to promote speaking, listening and understanding are met across all areas of the Early Years Curriculum wherever possible.