Communication and Language

Developing Vocabulary, Speaking and Listening skills.

Communication and language support relationships, thinking and learning across the curriculum. Children need frequent, meaningful chances to listen, understand, communicate and develop vocabulary.

What you will see in our EYFS Setting

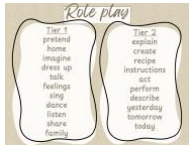
- A language-rich classroom where adults and children talk together throughout the day.
- Inviting book-sharing, high-quality picture books, story props and puppet opportunities that encourage conversation.







- Visual supports and photographs to help children understand their environment. **Clear Labelling:** Labelled boxes with both words and pictures so children connect spoken labels to written symbols and objects.
- New vocabulary introduced in context and revisited during play, stories, investigations and routines.

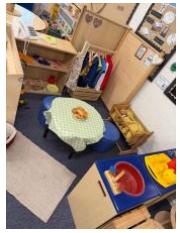




Vocabulary Posters in each area.

- Opportunities to listen to others, take turns, explain ideas, ask questions and retell experiences – Game Station, role play area







- Small-world, role-play Small-world figures, role-play props, construction materials and real objects.






- Songs, rhymes, listening games and objects that prompt talk.

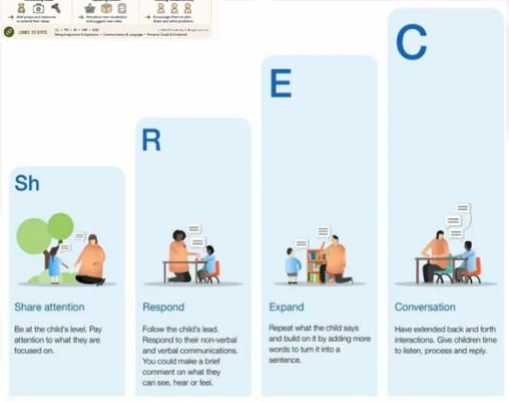
  Little Wandle Rhyme Time Show and Tell

- Outdoor Stage Area - Musical instruments and props

Little Wandle LETTERS AND SOUNDS REVISED



Adult Prompt Posters
These are put up in all areas, the adult prompt cards give Shrec prompts, adult support, vocabulary, and next steps.



Speech and Language Interventions.

- WellComm
- CORE Sensory Programme
- Leicester NHS

WellComm

Speech, Language and Communication Toolkit

sensory classroom

Early Learning Goals (ELGs)

Listening, Attention and Understanding:
Listening attentively and responding to what is heard with relevant questions, comments, and actions.
Following multi-step instructions.
Making comments about stories and asking questions to check understanding.

Speaking:
Participating in small group, class, and one-to-one discussions.
Offering explanations for why things happen.
Expressing ideas and feelings in full sentences using past, present, and future tenses,

THE ADULT'S ROLE

- Listen attentively, allow thinking time and respond to children's attempts to communicate.
- Follow the SHREC approach.
- Narrate over the children's play to help with vocabulary and discussion.
- Model clear, rich language and extend children's words naturally.
- Use open questions, comments, repetition and thinking aloud.
- Introduce and revisit vocabulary in several contexts so children can understand and use it.
- Children communicate needs, ideas, feelings and experiences using their available communication methods.
- Children respond to stories, instructions and other speakers in ways appropriate to their development.
- Children begin to use new vocabulary, take conversational turns and explain or retell events.
- Adults adapt language, pace and support to help children participate.