

Communication and Language Policy (Prime

Area) To be reviewed Annually.

Policy Agreed October 2024. To be reviewed October 2025.



Aim/Intent

At Everton Nursery School and Family Centre, the aim is to enrich children's communication and language from birth to five years through giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves, and to speak and listen in a range of situations.

Objectives/Implementation

- To provide opportunities for all children to develop listening and attention skills.
- To provide time for all children to speak and listen to each other and adults in one to one, small and large groups through a range of activities such as wordplay, stories, songs, Signalong, rhymes and through sharing news and communication boards.
- To provide rich and enabling environments that foster language and communication opportunities for all children.
- To ensure that all planned learning experiences promote communication and language.
- To develop a positive disposition and self-confidence in all children towards speaking and listening.
- To identify and respond to children's language difficulties through intervention programmes and liaison with outside agencies where appropriate. E.g URLEY, Wellcomm, Hanen, In Harmony and Tuning In Programmes, Early Communication and Chatterbox.
- To provide opportunities for parents/carers to learn the importance of communication through participating in school/centre life and nursery activities.

Co-ordination of this area of learning

Across the school/centre, Communication and Language is coordinated by the Teaching staff and is supported by Early Childhood Educators. The Nursery School has a Communication and Language curriculum coordinator. Together, they lead the co-ordination of communication and language teaching and learning across the school/centre. This involves leading communication and language display work, purchasing and storing resources and monitoring standards of achievement in this area, as well as modeling appropriate speaking, listening and attention skills. Regular training is undertaken throughout the academic year to extend specialist knowledge.

Planning

The 'Curriculum, Learning and Teaching Policy' underpins each area of learning within the school/centre's early childhood curriculum. The carefully considered short term planning is always adaptable and flexible and arises as much as possible from the children's interests and assessments. Within communication and language, a particular emphasis is placed upon

providing opportunities for children to enjoy speaking and listening, sharing books and rhymes, using communication and language in every part of the curriculum and providing a language rich environment.

Resources

All adults working with children across the school/centre have a key role in developing communication and language learning. Staff act as guides and role models in the school/centre. Staff model the use of language as a tool for thinking and demonstrate the use of language for communication which ensures that practice is evidenced based. Staff working with the children are trained in signing (Signalong) with all children inclusively. Physical resources are organised across the school/centre in classrooms, corridors and the library. Communication and Language teaching is the foundations of early phonics. Young children need extended periods of play with responsive and skilled educators to nurture language development. Young children need exposure to high quality books, songs and rhymes. They require a well-planned classroom with resources that stimulate social communication and provide opportunities for children to become confident speakers.

Accommodation

The school/centre environment, both indoors and outdoors promotes communication and language through wall displays, book areas, role-play areas, labelled areas of learning within rooms, library, big book resource area etc.

Home / Nursery links

The 'Parental Partnership Policy' emphasises the importance of parents/carers in supporting children's learning. The school/centre creates positive relationships with parents/carers and provides 'early communication and language' courses by school/centre staff and other organisations.

Impact

The Everton Assessment structure outlines how the school/centre assesses children's learning across all areas of learning. Daily observations of children's communication and language are discussed and evaluated. Staff use their observations to inform their planning for individual children in their development of communication and language. The Early Years Outcomes document and other evidenced based tools (For example: URLEY) is used as a basis for assessment of communication language and literacy learning for children from birth to five.

Policy Review

This policy is evaluated annually by the Curriculum, Children and Families Committee. They review the communication and language display work around the school/centre and discuss the standards of achievement by the children in communication and language development. Everton Nursery School and Family Centre staff are committed in developing their expertise in communication and language through attending 'in-house' in-service training and external courses on early language. This is recognised under the school/centre's 'Professional Development Policy'.



This policy was reviewed by a group of six Governors on behalf of the Curriculum, Children and Family Committee on Tuesday 8th October 2024 and ratified at the main Governing Body meeting of Everton Nursery School and Family Centre Governing Body on Thursday 10th October 2024.