



<p><b>Educational Programme for Communication and Language</b> an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range:</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from of vocabulary and language structures.</p>	<p><b>Listening, Attention and Understanding Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Characteristics of learning:</b></p>
<p><b>Ongoing targets:</b></p> <ul style="list-style-type: none"> <li>• Uses a wider range of vocabulary</li> <li>• Sings a large repertoire of songs</li> </ul>	<p><b>On going focus on:</b></p> <p><b>Play and Exploring</b> Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that we bring to their attention.</p> <p><b>Active Learning</b> Participate in routines.</p>



	<p>Keep on trying when things are difficult.</p> <p><b>Creating and Thinking Critically</b>          Know more, so feel confident about coming up with their own ideas.          Make more links between those ideas.</p>
<p><b>By the end of the Summer Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Understands 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Observation checkpoint: Is able to answer simple 'why' questions?</li> <li>• Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• Observation checkpoint: Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"</li> <li>• Observation checkpoint: Can use sentences joined up with words like 'because', 'or', 'and', e.g. "I like ice cream because it makes my tongue shiver"</li> <li>• Observation checkpoint: Is able to use the future and past tense; "I am going to the park" and "I went to the shop"</li> </ul>	<p>Four guiding principles should shape practice in our setting. These are:</p> <ul style="list-style-type: none"> <li>• every child is a <b>unique child</b>, who is constantly learning and can be resilient, capable, confident and self-assured</li> <li>• children learn to be strong and independent through <b>positive relationships</b></li> <li>• children learn and develop well in <b>enabling environments with teaching and support from adults</b>, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</li> <li>• importance of <b>learning and development</b>. Children develop and learn at different rates.</li> </ul>
<p><b>By the end of the Spring Term Nursery children should be able to:</b></p> <ul style="list-style-type: none"> <li>• Can pay attention to more than one thing at a time, even when it is difficult</li> <li>• Understands a question or instruction that has two parts, such as, "Get your coat and wait at the door"</li> <li>• Observation checkpoint: Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</li> </ul>	<p><b>Playing and Exploring</b>          Guide their own understanding by referring to visual aids or by talking to themselves while playing.</p> <p><b>Active Learning</b>          Show goal-directed behaviour.          Begin to correct their mistakes themselves.</p>



- Uses longer sentences of four to six words
- Is able to express a point of view and to debate when he/she disagrees with an adult or a friend, using words as well as actions
- Can start a conversation with an adult or a friend and continue it for many turns

**Creating and Thinking Critically**

Review their progress as they try to achieve a goal. Check how well they are doing.  
Solve real problems.  
Sort materials

**By the end of the Autumn Term Nursery children should be able to:**

- Enjoys listening to longer stories and can remember much of what happens
- Knows many rhymes, is able to talk about familiar books, and can tell a long story
- Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. He/She may have problems saying: -some sounds; r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

**Playing and Exploring**

Realise that their actions have an effect on the world, so they keep repeating them.  
Make independent choices.

**Active Learning**

Begin to predict sequences because they know routines.  
Take part in simple pretend play.

**Creating and Thinking Critically**

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

**Key Vocabulary (for adults):**

Listen!, how, why, which, what, when, who, on, under, behind, next to, in between, on top of, first, then, next, after that, give, rhyme, retell, ready, Vocabulary, words, sentence, speech, speak, past, present, future, how, why, when, where, who, meaning