



Communication and Language in the Early Years at the Federation of Holy Trinity Church of England Schools

To support effective communication and language, adults will give children their full attention; get down to the children's height and display open, trusting body language. Shared moments provide a rich opportunity for teaching and learning, and they also provide the adults with a deep understanding of the children and how they approach learning. Interactions enable the adults to see out our vision of learning and flourishing together.

As part of our Communication and Language teaching and provision throughout the EYFS Unit we:

Teach and Model Vocabulary

Staff will intentionally model the use of words to build a child's contextual understanding and independent use of words. For example naming and labelling, explaining and showing and repetition of words. In Nursery, vocabulary will be modelled during group inputs and circle times, and during provision area time, and children will be supported to use it in their play. In Reception, vocabulary will be modelled during whole class inputs and opportunities for adults to support the use of new vocabulary will be maximised throughout provision time. Vocabulary will be displayed in both classrooms.

Teach and Model Language

Staff will intentionally use language to show how words are used together to form sentences and provide opportunities for children to apply it in their own speech. For example questioning, explaining and showing, repetition, sequencing, recapping and recalling. In Reception, the use of longer sentences will be encouraged where appropriate. Adults will reframe phrases to model full sentences.

Interactive Reading

Adults encourage the children to become an active participant in 'reading' the book. Interactions between the reader and the child go beyond the text. The more the child joins in or responds the more oral language skills develop. English sessions and small group reading practice sessions in Reception maximise the opportunities for interactive reading. Book corners in both classrooms encourage children to be active participants in reading their favourite books.

Teach through Collaborative Talk

Staff will use language or activities to extend interactions. Staff will be attentive and adapt language to meet the needs of the child. Children are encouraged to hear and use language by sharing ideas, providing reasons, and building on each other's ideas. For example recapping, explaining and showing, posing suggestions, questioning, making links, evaluating and recalling events.

Teach and Model Social Communication Skills

Staff will provide opportunities for children to learn the social rules for verbal and nonverbal communication. For example modelling waiting, turn taking, body position, mirroring, using gesture, demonstrating nonverbal communication.

Use sustained shared thinking

Adults work alongside a child to solve a problem, clarify an issue, evaluate an activity or extend a narrative. This is done by tuning in and showing a genuine interest to the child. Asking children to elaborate and recap what they have said. Adults and children can give their own experience, clarify their ideas and adults will use encouragement to extend their thinking. We feel passionately about showing children that their thoughts are important and valued and encourage them to be confident when developing them verbally.

Teaching of Phonics

Phonics is taught discreetly in both Nursery and Reception using the Little Wandle Letters and Sounds programme. Through phonics, we also develop depth of vocabulary knowledge (what a child knows about word meanings) and their vocabulary breadth (the number of words known).

Supporting Communication Skills with SEN children

- All staff have communication cards which are used to support children to communicate their needs.
- Nonverbal communication is modelled and mirrored.
- Children who have objects of reference to support in communicating their needs and desires are supported in using these and provision at home is mirrored in school to support consistent and effective communication.
- Staff have an in-depth understanding of the needs of individual pupils. Planning takes account of this and adults adapt their provision in the moment accordingly.

Support Communication and Language with English as an additional language

- Communication cards are used to support children to communicate their needs.
- Teddy Talk small group sessions are used to support speaking and understanding. The Teddy Talk programme is a structured language programme for EAL children. Each session includes rules for good sitting and listening, a hello song, games, a story and a goodbye song. Sessions reinforce new vocabulary and how to use it.

Provide a vocabulary rich environment

We provide a language-rich environment, which is purposefully designed to provide the necessary stimulus to develop children's language skills effectively. Staff take every opportunity to use language, interact and encourage turn-taking. By building positive

relationships with children we can build children's confidence in using language and help them develop important communication skills. Vocabulary is clearly mapped out throughout the foundation stage and a focus on new words and meanings are evident throughout the environment.

Core Books

Core books are chosen carefully by the staff for the children. They are age appropriate and are used to inspire and instil a long life love of reading. They are used to develop communication and language skills and are linked to topics, important events and special times of the year. They encourage a breadth of exposure to varied, diverse and stimulating literature.