Newport Infant School and Nursery EYFS Curriculum
Communication and Language

Communication and Language is developed every day in Newport Infant School. Communication and Language is integral to all we do in all areas of our curriculum. We value and recognise the importance that a good level of communication and language development makes to the future success of our learners.

Through routine, a strong and embedded vocabulary rich environment and quality stories and poems we develop children's language and ensure communication and rich language is at the heart of all we do. We ensure that the children's voice is valued, and they are given opportunities to talk freely, developing conversations with adults and children. The children have time to talk about events from home, are encouraged to talk in large and small groups and express their feelings and thoughts. Our environment is developed to ensure that adults and children have space to work together to ensure that communication skills can be readily developed. We plan strategically for children's language development through use of our Wonderful Words planning and approach.

Wonderful words

Each week, we carefully select and highlight vocabulary from our topic and texts we are exploring that will need in-depth explanation. These words will be modelled frequently by all staff and displayed in the reading area on our Wonderful Words tree so that all staff can recap and reinforce new vocabulary.

Talk Boost

We use the Talk Boost program to assess and target any children whose speech and language development may be delayed or in need of targeting. Talk Boost begins in Nursery (3 years) and follows on through the whole school. In the younger nursery phase (2-3 years) we use Stokesay assessment and provide intervention such as Listen with Lucy.

Nursery – Acorn Class (2-3 years)

At the end of Acorns, children will be able to:

- Begin to understand prepositions. Follow simple instructions without visual prompts.
- Talk about people who are not there.
- Follow a conversation with an adult and join in.
- Use fifty or more recognisable words. Use words "I", "me" and "mine"
- Use descriptive words e.g. "hot", "cold", "big", "little". Indicate their needs using signs, symbols or speech. Indicate choices.
- Begin to use language for social interaction

Nursey – Oak Class (3-4 years)

At the end of Nursery children will be able to:

- Take turns in conversation.
- Use talk to organise play.
- Explore and investigate by making comments and asking questions.
- Join in with a range of songs and rhymes.
- Talk about familiar books and tell long stories
- .Understand what is being said. Express a point of view.
- Use sentences which are 4 to 6 words or longer. Join sentences with words like and or because. U
- Use the past and future tense with some accuracy. Answer simple 'why' questions. Have a growing vocabulary

At the end of Reception children will be able to:

- Speak in full sentences using correct tenses
- use vocabulary that are influenced from the text they read.
- Feel confident to speak about their own needs, feelings, and ideas
- To hold conversations with adults and peers, listening attentively and maintain the flow of conversation.

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- To make relevant comment and questions when engaged in large and small group activities

Assessment at the end of the Foundation stage is against the Early Learning Goals. These are:

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.