



# Curriculum Sequence



## **Communication and Language.**

Communication and Language is one of the Prime Areas of the Early Years Foundation Stage. This area of development provides the foundation for all other areas of learning.

We believe that language unlocks learning!

At Perry Beeches Nursery School, we are acutely aware of the important role we as practitioners play in closing the gap for disadvantaged and vulnerable children. Our highly skilled practitioners ensure that children are immersed in a language rich environment where the opportunity to speak and share ideas is irresistible.

Thousands of high quality interactions between adults and children take place every single day, with all staff maximising opportunities for “Making Conversations” with children wherever possible.

Through ‘In The Moment Teaching and Planning’, practitioners follow the child’s lead for learning and introduce a broader range of language and vocabulary. This ensures that consistent progress can be made.

Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary. Therefore, we promote shared reading both in Nursery and at home through providing high quality books for children and families to borrow and read together.

Wellcomm is used to screen all children and determine their language and communication levels. Early help is sought quickly and referrals are made to outside agencies when necessary. Our own Speech and Language Therapist, provides plans and advice when needed which ensures that children get the help that they need as soon as possible, as waiting times for the NHS can be long.

Practitioners are highly trained with a range of communication strategies including the use of visual aids. Wellcomm assessments inform our planning of small group sessions, which supports and develops children’s language and communication skills with great success.

We have high aspirations for language and children are introduced to ‘big’ and exciting words at every opportunity which they love!

Communication & Language: Listening, Attention & Understanding			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p><b>Two Year Old end point</b></p> <p><b>Vocabulary:</b> listen, listening, ears, eyes, copy me,</p>	<ul style="list-style-type: none"> <li>I can listen to my key person when I am interested.</li> <li>I have fleeting attention.</li> <li>I can listen to short stories and songs/ rhymes which are active and visual.</li> <li>I can wait for a short period when supported with a visual cue.</li> <li>I can respond appropriately to a prompt, e.g. 'ready steady go'!</li> <li>I understand and can follow a simple story with pictures or visual prompts.</li> <li>I can follow a simple instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Smaller groups encourage children to listen to the key person and sometimes, other children.</li> <li>Group times are highly interactive and multi-sensory to maintain attention.</li> <li>Visuals and the use of sign is used to support and extend listening and attention expectations.</li> <li>A range of physical or visual prompts may be used by adults</li> <li>A wide range of communication tools and strategies are used effectively, e.g. visuals, timetables.</li> </ul>	
<p>"I am active and curious"</p> <p><b>Rising Three end point</b></p> <p><b>Vocabulary:</b> turn taking,</p>	<ul style="list-style-type: none"> <li>I can listen one to one or in a small group when the conversation interests me.</li> <li>I can listen to familiar stories with increasing attention and recall, joining in with repeated refrains and anticipate key events.</li> <li>I can follow a two-part instruction.</li> <li>I understand simple concepts such as 'hot', 'cold', 'soft.'</li> <li>I can talk about what has happened in a story.</li> <li>I am showing an understanding of prepositional language.</li> </ul>	<ul style="list-style-type: none"> <li>How to be a good listener is explicitly taught in all group sessions.</li> <li>Visual timetable is used alongside behaviour expectation visual aids.</li> <li>Adults model being a good listener throughout the nursery session.</li> <li>Listening games and walks are used to develop listening skills.</li> <li>Carefully planned story times ensure high quality experiences.</li> <li>Music sessions are delivered by a specialist teacher.</li> <li>Wellcomm activity sessions are used to target children effectively.</li> <li>'In The Moment Planning' supports high quality interactions allowing practitioners to model language and respect and value the unique voice of the child.</li> <li>The environment is a treasure chest of authentic, real and multi-sensory resources which makes communication irresistible.</li> </ul>	
<p>"I am capable and confident"</p> <p><b>Pre-School end point</b></p> <p><b>Vocabulary:</b> good listener, sitting still, not talking, conversation</p>	<ul style="list-style-type: none"> <li>I have longer conversations that last three or four turns, listening with interest and responding appropriately with my peers and familiar adults.</li> <li>I can pay attention to more than one thing at a time.</li> <li>I enjoy listening to longer stories and I can remember much of what happens.</li> <li>I can understand a simple story without pictures.</li> </ul>	<ul style="list-style-type: none"> <li>The larger preschool groups add a new challenge for listening and attention, requiring children to listen and focus and focus their attention for longer.</li> <li>Group time increases in length across the year as listening and attention develops.</li> <li>In the moment teaching enables lots of time spent in conversation, this is when meaningful listening and attention can be modelled and developed.</li> <li>Activities are planned to support the development of children's ability to hear and discriminate different sounds and develop phonological awareness.</li> <li>Oral blending is modelled and developed.</li> </ul>	



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	<ul style="list-style-type: none"><li>• I respond to others to ideas expressed by others in group situations and in free play.</li><li>• I give explanations when answering 'who', 'when' and 'where' questions.</li><li>• I can respond to instructions with multiple parts.</li><li>• I understand 'why' and 'how' questions.</li></ul>	<ul style="list-style-type: none"><li>• The use of Story Sacks, puppets and props to retell familiar stories.</li><li>• The use of objects, real resources and visual cues support understanding at all levels.</li><li>• The language rich environment sparks curiosity, awe and wonder. There is a natural desire to understand and find out more as children play.</li></ul>
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Communication & Language: Speaking			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p><b>Two Year Old end point</b></p> <p><b>Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>I will use simple words to talk and comment about things that interest me.</li> <li>I am starting to link words together.</li> <li>I will ask simple questions, e.g. ‘what’s that.’</li> <li>My words are clear and understood by adults.</li> </ul>	<ul style="list-style-type: none"> <li>Practitioners differentiate effectively and extend vocabulary through conversation.</li> <li>The curious environment promotes learning with an irresistible reason to talk and share ideas.</li> </ul>	
<p>“I am active and curious”</p> <p><b>Rising Three end point</b></p> <p><b>Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>I can use simple sentences to talk about things that I am interested in.</li> <li>I will ask more questions, such as ‘who’ and ‘where.’</li> <li>I participate in conversations with others using appropriate simple sentences that may jump from topic to topic.</li> <li>I am developing a larger vocabulary which includes words for time, space and function.</li> </ul>	<ul style="list-style-type: none"> <li>Wellcomm activity sessions are used to target children effectively.</li> <li>‘In The Moment Planning’ supports high quality interactions allowing practitioners to model language and respect and value the unique voice of the child.</li> <li>The environment is a treasure chest of authentic, real and multi-sensory resources which makes communication irresistible.</li> </ul>	
<p>“I am capable and confident”</p> <p><b>Pre-School end point</b></p> <p><b>Vocabulary: children develop vocabulary based on their own areas of interests– they are encouraged to be ‘experts’ in their field.</b></p>	<ul style="list-style-type: none"> <li>I will offer my own ideas when in my own key group and when playing with my peers.</li> <li>I can start a conversation with an adult or a friend and continue it for many turns.</li> <li>I am able to use complex sentences to talk about things that fascinate me.</li> <li>I will use new vocabulary which I have learnt to discuss and share my thoughts and feelings.</li> <li>I can use talk to organise myself and my play.</li> </ul>	<ul style="list-style-type: none"> <li>Group time experiences allow for and encourage opportunities to talk.</li> <li>Story times are used to target and introduce new vocabulary and aspirational language.</li> <li>We have our own Speech &amp; Language therapist to identify children who need early help.</li> <li>The use of visuals, aids communication for all children.</li> <li>Children are encouraged to develop specific vocabulary through following their interests and extending their language around them.</li> </ul>	



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