

Area of Learning- Communication and Language

Nursery



Communication and Language		
2022-2023	Key Vocabulary	Skills/Knowledge/Activities
<p>'Communication and language' is viewed as an underpinning aspect of Early years education and is taught during all aspects of our Nursery Day. It is important to us that our Nursery is a language rich environment with many opportunities for talk between children, friends and adults.</p> <p>Staff encourage conversations, story-telling and role play, where children are able to share their ideas. Questioning is a highly valued tool used by adults and children to ignite curiosity and establish reasoning.</p> <p>The Nursery timetable includes a range of opportunities and contexts where children are able to develop their communication and language skills. These include:</p> <ul style="list-style-type: none"> • Story time (stories, rhymes) • Circle time • Music • Nursery rhymes • Literacy and Maths focus tasks • Outdoor learning during 'Tremendous Thursdays' • Phonics sessions 	<p>Vocabulary is developed throughout EYFS and our key vocabulary will change based on the child, the environment and the topic. Staff encourage children to develop their vocabulary by:</p> <ul style="list-style-type: none"> • Saying an object's name while helping a child to look at it. • Watching what children are exploring and doing and saying the name of an object or action. For example, in the home corner you talk about them 'putting baby to bed...she's under the blanket'. • Asking children to explain what they are exploring and doing and building a conversation around their own interests. • Encouraging children to use new words by giving them choices and opportunities to do so. Eg. So, rather than saying "would you like a snack?" ask them "do you want raisins or cucumber?" • Using repetition to embed new words. • Building on what they know during open ended activities such as sand, water, playdough, painting, craft, and home corners. For example, objects in sand or water can open up a new world when there are fish, sharks, and an octopus swimming around. • Talking about how words are linked together and how they link to words they already know. e.g. 'that's a tyrannosaurus – he's got really sharp teeth' or 'that one is a herbivore.' • Introducing new words through new and interesting topics and enhancements which relate to these. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh-multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play.

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