

STANDARD 12 – Learning and Development



Standard 12.3– Curriculum Policy for Communication and Language

Aim

To develop, extend and enrich the skills of communication which the child has, in order to enable the child to function effectively as a member of society.

Communication and language permeate all areas of the Preschool. The Preschool as a whole is organised in order to promote and enhance development in communication and language, and to promote positive images and role models for the children.

Learning will be achieved via a mixture of adult directed and structured free play activities, delivered through cross-curricular activities and child initiated themes.

Objectives

To provide a stimulating environment in which communication and language skills can be nurtured and developed. To provide visual, auditory and tactile experiences which will provide stimuli for all children.

Speaking and Understanding

The programme of activities will provide opportunity for the children to use, explore, and develop skills in verbal

Communication and understanding.

The activities will support the children in forming relationships with both peers and adults in their ability to interact with others, and in the expression of thoughts and feelings. The children will experience the spoken word as a means of conveying information, sharing and receiving of ideas, and as a means of gaining insight into the world of imagination.

Listening and Attention:

To provide the children with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share in other's feelings and thoughts.

The activities will help the children to develop imagination and aesthetic awareness, and to develop the ability to respond to their own experiences and those of others.

Operating Policy:

The Preschool will be organised in order to facilitate the development of the following areas of communication and language:

- Listening and attention
- Understanding
- Speaking

A programme of activities based upon child initiated play, structured free play and staff directed work will be implemented and there will be opportunity for the children to communicate with peers, Preschool staff, other visitors to the Preschool.

The children will also experience the use of gesture and expression as a means of conveying information. Where appropriate, the Preschool staff will support children in developing alternative strategies (such as signing) as a means of communication.

For children, whose first language is not English, the Preschool will offer support and show respect for the home language and culture of the child through the use of labels, books, pictures and other equipment which reflects and values their home language and culture. If possible parents will be encouraged to come into the Preschool to share their knowledge with children and staff, and offer support to the bilingual learner.

Where there are already significant delays in the development of language when a child starts Preschool (as noted by parents, health visitor, doctor, etc.) or where a child does not appear to be making progress (as noted by staff and parents) then the Preschool will consult with outside agencies such as speech therapists or the educational psychologist in order to ensure that the child receives the support that he/she needs.

Equipment will be carefully selected to represent the Preschool's commitment to equal opportunity and will provide positive images for all the children.

Programme of Work:

The Preschool will provide a wide range of opportunities and experiences through which language skills can be developed and promoted. These opportunities and experiences will be gained through a programme of activities based upon planned and child initiated learning. There will be a mixture of individual, group and adult directed activities which will be based upon play. The programme will include some or all of the following types of activity:

Speaking and Understanding:

- One-to-one discussions.
- Group discussions.
- Role play.
- Reciting poems as a group.
- Singing nursery rhymes as a group.
- Encouraging children to make up and tell stories based on pictures.
- Story telling followed by discussion about the story.
- Jolly Phonics/Letters and sounds

Listening and Attention:

- Storytelling to individuals.
- Storytelling to groups.
- Sound lotto games.
- Sound Walks' focusing on what can be heard on a street or in a park.
- Giving the children simple instructions to follow.
- Asking the children to listen for a particular character or event in a story.
- Jolly Phonics/Letters and sounds

Planning, recording and assessment


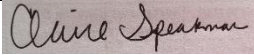

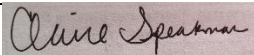

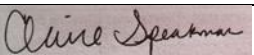

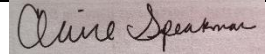
Planning takes place on a weekly, half-termly and termly basis, following the children's interests. Activity planning takes place on a daily basis. The planning sheets used by the Preschool are laid out to identify each of the areas of learning in the Early Years Foundation Stage Curriculum. This ensures that communication and language are considered whenever planning is done.

Planning also occurs on a weekly or daily basis whereby staff select a specific language activity for the children to use during focussed time and structured free play. Items are rotated so that all resources are used, providing broad experience for the children but also allowing children to revisit activities.

Samples of the children's work which relate to Communication and language Development are kept in the child's individual folder as appropriate, photos are taken and shared with parents through Tapestry or their work is displayed around the setting.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

This policy was adopted by	Horsted Keynes Preschool
On	1 st March 2017
Reviewed 1 st Mar 2018	 
Reviewed 1 st Mar 2019	 
Reviewed 1 st Mar 2020	 
Reviewed 1 st Mar 2021	
Reviewed 1 st Mar 2022	
Signed on behalf of the provider	
Name of signatory & Role of signatory	Clare Humphreys Manager
Countersigned by Chair of committee	
Name of Counter signatory	Claire Speakman