**Communication and Language**

**Nursery**

|  |  |
| --- | --- |
| **Pupils will be taught to:** | **Activities**  **Adults will:** |
| **Listening, Attention and Understanding**  **Enjoy listening to longer stories and remember much of what happens.**  **Pay attention to more than one thing at a time.**  **Understand a question or instruction that has two parts.**  **Understand ‘why’ questions.**  **Sing a large repertoire of songs.**  **Know many rhymes.**  **Talk about familiar books.**  **Tell a long story.** | \* Provide access to core texts, rhymes and songs which are shared and revisited many times to enable the children to gain familiarity with them.  \* Plan activities indoors and outdoors around the core books to help the children to practise the vocabulary and language from those books and support their creativity and play.  \* Provide a story sharing session each day which gives the children the opportunity to listen to increasingly longer stories. Encourage children to talk about what is happening and give their own ideas.  \* Share stories with individuals and groups at undirected times during the day.  \* Provide pictures, sequence cards, props and puppets relating to stories that have been shares for the children to play with and encourage them to use the resources to retell or talk about the story.  \* When sharing stories, ask the children ‘why’ questions to consolidate their understanding of the themes and concepts.  \* Support children to answer questions, or follow instructions, with two parts. |
| **Speaking**  **Use a wider range of vocabulary.**  **Develop their communication.**  **Develop their pronunciation.**  **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.** | \* Provide unusual objects of interest in curiosity boxes, for the children to investigate in order to provoke questions and conversation to support them extend their vocabulary.  \* Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities  \* Support children to pronounce multi-syllabic words and words containing the sounds r, j, th, ch, and sh. Provide small mirrors for the children to see the shape of their mouth when forming tricky sounds. Encourage them to take part in syllable clapping to support pronunciation of multi syllabic words.  \* Model using the correct tenses and plurals when talking to the children. Recast what the child has said using the correct tense.  \* Use the ‘plan-do-review’ model at the beginning and end of each session to give children the opportunity to make plans for their play then talk about what they have done.  \* Provide opportunities throughout the day to share conversations with the children and expand on children’s phrases.  \* Provide a ‘conversation couch’ in the classroom where children can go to sit and talk to their friends or their teacher. Model having a conversation and support the children to join in.  \* Model language that promotes thinking and challenges children.  \* Ask open-ended questions like “I wonder what would happen if….?” To encourage more thinking and longer responses.  \* Encourage sustained shared thinking to solve problems, clarify a concept, evaluate activities and extend a narrative.  \*Help children to elaborate on how they are feeling with the help of stories about emotions and props such as emotion stones/cards.  \* At group time, initiate a debate and encourage the children to share their opinions, for example, ‘Cats are better than dog. What do you think?’  \* Use ‘chit chat’ cards as prompts to start conversations and debates with individuals and groups. |

|  |  |
| --- | --- |
| **Curriculum Intent:**  By the end of nursery, pupils will be able to:   * Maintain listening and attention during longer stories. * Remember and talk about stories they have listened to. * Recall a repertoire of songs, rhymes and poems. * Pay attention to more than one thing at a time. * Use sentences of up to six words. * Use sentences joined up with words like ‘because’, ‘or’, ‘and’. * Use the future and past tense. * Understand questions or instructions with two parts. * Answer simple ‘why’ questions. | |
| **Skills:**  \* Listening  \* Attending  \* Recalling  \* Understanding expressive language  \* Speaking  \* Organisation  **Knowledge:**  The children will know:  \* How to maintain concentration to listen and attend to longer stories.  \* Some future and past tenses.  \* Some conjunctions.  \* How to verbalise their thoughts when planning. | **Continuous provision:**  Reading area  Core texts  Story baskets with props  Story sequencing cards  Emotion stories, cards and stones  Mirrors  Curiosity cubes  Chit chat cards  Conversation couch |