



## Overstone EYFS Communication and Language Strategy 2021-22

### The EYFS states:

*"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth **interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich **environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new **vocabulary** added, practitioners will build children's language effectively. **Reading** frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive."*

Approach	What we do to develop this in Nursery and Reception:	
Communication Friendly Environment	<ol style="list-style-type: none"> <li>1) Well-planned, tidy and labelled environment so that the children can access it independently.</li> <li>2) Carefully considered layout and organisation of the physical space.</li> <li>3) Quieter areas for children to spend time talking, resting and relaxing.</li> <li>4) Reduced background noise to support listening and concentration.</li> <li>5) Visual aids and props to support activities and routines.</li> <li>6) Areas inside and out which encourage social interaction.</li> <li>7) Majority of adults are supporting and interacting with children at any one time.</li> <li>8) Distractions kept to a minimum during group times.</li> <li>9) Interesting and exciting resources and activities to stimulate language.</li> </ol>	
	What we do to develop this in Nursery and Reception:	How we extend this in Reception
High-Quality Interactions and Encouraging Speech	<ul style="list-style-type: none"> <li>• Build strong, trusting relationships.</li> <li>• Tune in, listen and observe before deciding whether to join play.</li> <li>• Get a child's attention before we start to talk.</li> <li>• Show genuine interest and are responsive to the child's capabilities and motivations.</li> <li>• Ask children to elaborate.</li> <li>• Recap what the child has said and clarify ideas.</li> <li>• Give our own experience.</li> <li>• Ask open questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use complete sentences in everyday talk.</li> <li>• Narrate our own and children's actions.</li> <li>• Link past events to current events to encourage a range of connectives.</li> <li>• Use sequencing words with emphasis in our own speech.</li> <li>• Think out loud.</li> <li>• Model social talk routines, such as, "Good Morning!"</li> <li>• Read to Write Literacy scheme develops speaking in sentences.</li> <li>• Weekly cookery sessions</li> </ul>



	<ul style="list-style-type: none"> <li>• Build on what children say to add language and ideas</li> <li>• Model correct pronunciation and grammar</li> <li>• Recognise and value a child's non-verbal attempts to communicate</li> <li>• Give children plenty of time to respond</li> <li>• Model language that promotes thinking e.g. during sustained shared thinking.</li> <li>• Plan activities that involve a process to promote using language for thinking and linking ideas, e.g. cookery sessions</li> </ul>	
Shared Narratives	<ul style="list-style-type: none"> <li>• Daily story time as well as sharing books outside the session.</li> <li>• Dialogic Reading offers children the opportunity to extend their oral language skills, through the chance to hear a story and to talk about it. This can be approached in different ways, such as discussion about the pictures, questions about what is going to happen next, or exploring the emotional content by discussing how a character is feeling.</li> <li>• Core books, songs and rhymes for children to become familiar with as indicated on the Long-Term Plan.</li> <li>• Activities planned around the core books in order for key vocabulary and language to be practised.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose high-quality books to develop vocabulary, including non-fiction texts.</li> <li>• Make asides to comment on what is happening in the story.</li> <li>• Link events in a story to our own experiences.</li> <li>• Talk about the plot and the main problem in the story.</li> <li>• Identify the characters and discuss their feelings, actions and motives.</li> <li>• Use poems to explore rhythm and rhyme and encourage children to make up their own.</li> <li>• Introduce a range of traditional and contemporary poems and encourage children to learn some verses by heart using Poetry Basket.</li> <li>• Weekly visit to school library.</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Use specific vocabulary when introducing new concepts or objects.</li> <li>• Provide a language-rich environment by sharing books and activities to stimulate interest and talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify new vocabulary before planning activities.</li> <li>• Discuss word categories.</li> <li>• Learn and embed new vocabulary.</li> <li>• Model words and phrases relevant to the area being taught.</li> <li>• Use Read to Write Literacy scheme, which has a strong emphasis on high-quality texts with sophisticated vocabulary.</li> <li>• Nuffield Early Language Intervention</li> </ul>
Listening Skills	<ul style="list-style-type: none"> <li>• Make sure children are encouraged to listen to each other as well as the staff.</li> <li>• Ensure children's play regularly involves sharing and cooperating with friends and other peers.</li> <li>• Congratulate children for their kindness to others and express our approval when they help, listen and support each other.</li> <li>• Have high expectations for children following instructions, with high levels of support when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Model active listening skills.</li> <li>• Link listening with learning.</li> <li>• Daily Communication and Language activities in small groups.</li> <li>• Nuffield Early Language Intervention</li> </ul>