

Communication and Language

<p>EYFS</p> <p>Communication and Language is one of the Prime areas of the Early Years Foundation Stage</p> <p>Listening, Attention and Understanding As an Early Learning Goal we want our children to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking We Aim for our children to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Environment</p> <p>Our indoor environment reflects the high need for communication and language development.</p> <p>We have prioritised opportunities to use spoken language throughout the day as children make decisions on where they would like to play, what they would like to choose and are encouraged to communicate their ideas.</p> <p>We include rhyme time, music and movement and opportunities to share thoughts and feelings throughout our daily structure. Our snack time provides us with a language rich opportunity to develop communication skills through the use of communication boards and snack monitors.</p> <p>We use a range of visuals to help with communication, transition and following a routine, we use PECS, communication boards, Now and Next boards and clearly labelled resources.</p> <p>We provide a range of books, story and role play puppets and materials, pretend phones, 'walkie talkies' and opportunities for children to record themselves and watch their performances. We have a range of open ended resources included in our block, sand and small world areas as well as a cosy reading den.</p> <p>Our outdoor environment provide the same language rich opportunities while helping to develop physical gross motor skills through the use of our construction, investigation and water areas.</p>	<p>Role of Support staff</p> <p>Our support staff observe our children interacting with the environment, noticing interests and play schemas. They use knowledge of the children to plan play experiences that will enhance communication and provide opportunities to progress towards each individual child's next step.</p> <p>Our support staff have been trained in using Blank level questioning to pitch questions at an appropriate level for the child and to assess each child's level throughout their journey.</p> <p>Our support staff have been trained in the use of 'Chatta' as a communication tool. This tool provides our children with the opportunity to hear language, practise and listen back, developing their ability to verbally communicate.</p> <p>Our support staff work closely with our Speech and language therapists, internal and external where appropriate to deliver specific interventions.</p>
<p>Assessment</p> <p>To guide our planning and identify where each child is at in their developmental journey, we use the new Development matters. For smaller steps of progress within the three prime areas we use an EYFS Developmental Journal.</p> <p>Each student has their individual 'next steps' within the seven areas of learning. We use one next step, for Literacy reading, writing and Maths along with next steps for their support and development of life skills. These targets create their bespoke 'My Plan' which is reviewed termly in collaboration with families.</p> <p>Some students may have specific Speech and Language targets and strategies advised by their SALT therapist. In this case we review their progress towards communication regularly with their therapist and highlight progress in their EHCP's during the annual review.</p> <p>Upon entry as an EYFS student, we baseline their starting points according to the new Statutory Reception Baseline Assessment.</p> <p>Following our assessment, we analyse the data to show us the gaps and strengths of our cohort of children. From this we redevelop and enhance our learning environments in order to support and challenge our students based on where their gaps and strengths lie.</p>	<p>Observations</p> <p>We observe child led interactions and communication throughout the day as well as assessing our adult led activities, enabling us to reflect on the learning and develop next steps.</p> <p>All observations are recorded on our Evidence for Learning assessment tool, providing a learning journey for each pupil within this area. This is also shared with our families, giving them an important insight into their child's learning and progress.</p>	<p>Awareness Days</p> <p>Through our celebrations and marking of awareness days, we promote communication and language opportunities according to the event. Eg; learning a new word, learning a greeting in a new language, requesting items relating to the event, performing for others etc.</p>