

ROCKWOOD NURSERY SCHOOL

COMMUNICATION AND LANGUAGE CURRICULUM - SPEAKING - 2-4 YEAR OLDS

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ASPECT	HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p>SPEAKING</p> <p>INTENT</p> <p>I know...</p>	<ul style="list-style-type: none"> • That all communication will be valued by the adults caring for me. • How to communicate in a range of ways (expression, gesture and words) and gain attention by doing so. • How to copy new gestures, sounds and words and use them • How to use in and on at the simplest level. • How to add 'ing' to a verb • How to use 'big' and 'little' • How to copy familiar expressions, 'all gone', 'oh dear' • How to use single words in context. 	<ul style="list-style-type: none"> • How to communicate my wants and needs with adults in a way that is assessable to me (gesture and words) • How to use some doing words when communicating. • How to use spoken vocabulary to interact with others at single- or two-word level. • How to join in with actions of songs/rhymes. • How to communicate using one and sometimes two or more words together. 	<ul style="list-style-type: none"> • How to use sentences of 3 words or more • How to communicate, interact and turn take, particularly with their key adult in play. • I am beginning to use the words in songs and rhymes I enjoy. • How to use 'under' • How to use simple plurals • How to use colours and other adjectives • How to ask simple questions, such as, what or where? and can use a wide range of vocabulary.
<p>Implementation</p>	<ul style="list-style-type: none"> • Follow children's interests and plan appropriate vocabulary for each interest so that all staff are clear about the words which will be focused on. • Show interest in what children are saying. • Model and extend vocabulary. • Use repetition and focus on set words - use the curiosity box to develop one word. • Use the rhyme of the week to promote vocabulary. • Remember the rule of 4 comments to every question. • Have a visually stimulating environment. • Have a range of appropriate books in the reading area 	<ul style="list-style-type: none"> • Model and extend children's language. • Consider words we introduce - objects, verbs, adjectives, pronouns etc • Consider the ELKLAN vocabulary list when introducing new words and concepts. • Work on one concept at a time to ensure children have a good understanding of the word and its meaning - e.g., instead of working on all prepositions introduce one at a time e.g. Under and plan activities around this one concept. 	<ul style="list-style-type: none"> • Use open ended questions to encourage children to talk rather than simply answering yes or no. • Use the curiosity box and other activities to promote interest and imagination. • Play games such as "What's in the bag" which helps build vocabulary and expressive language. • encourage imagination through role play and small world play.

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ASPECT	SQUIRREL AND OWL ROOMS - 3 - 4 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3
<p>SPEAKING</p> <p>INTENT</p> <p>I know...</p>	<ul style="list-style-type: none"> I am beginning to join in with simple rhymes and stories using gesture and some words. I am beginning to use simple sentences. How to participate in group discussion and learn simple turn taking. I am beginning to use meaningful questions e.g. what, where, why when? To further my understanding and vocabulary. I am beginning to recall my experiences. How to use plurals, past tense and link sentences with 'and' and 'because'. How to ask meaningful questions to further my knowledge and extend my vocabulary. 	<ul style="list-style-type: none"> I am beginning to show maturity in the way I talk to others (taking turns in conversations and extending or questioning what others have said). How to use my extending vocabulary to share ideas with others, ask and respond to meaningful questions in context purposefully. How to develop and extend language and learn to use descriptive language to explain, clarify and reason. How to demonstrate an understanding of grammatical rules, such as, plurals, pronouns (I, you, he, she) and tense (past, present and future). Begin to develop narratives/storylines in their play. I am beginning to play with language, enjoying rhythm and rhyme activities and making up my own songs. How to use longer sentences which reflect my experience. 	<ul style="list-style-type: none"> A wide range of words and phrases that they can use in a variety of ways. How to use sentences with 4 words or more. How to use comparatives (bigger, smaller) How to use opposites How to use pronouns correctly How to use language socially in groups and in play. How to take turns when having a conversation. How to share my experiences with recall, clarity and expression.

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ASPECT	PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING - MORE ABLE CHILDREN - 4+	
<p>SPEAKING INTENT I know...</p>	<ul style="list-style-type: none"> • How to use talk to clarify my thinking and predict what may happen next. • I am beginning to use language creatively when playing, using different volumes and sometimes accents for the different characters. • Have an awareness of humour and have the ability to retell an incident with understanding of why it was funny. • How to share my thoughts and ideas with others, showing understanding of grammatical rules. 	<ul style="list-style-type: none"> • How to attend, understand and verbally communicate their needs, thoughts and ideas. • How to use language to talk about current, past and future events using grammatically correct speech more and more. • Some emotional vocabulary. • How to use question words - where, what, who and how? • How to use positional language - behind, in front • Some size vocabulary and know how to use superlatives (biggest) • How to tell/make up a joke or nonsense rhyme. • Some of the sounds in words and enjoy playing around with these sounds, exploring rhythm, rhyme and phonics • How to use a wide vocabulary effectively and with confidence in a range of situations

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Implementation

- Plan the vocabulary that will be introduced to the children, and revisit it regularly.
- Correct words that the children say incorrectly so that they can hear the correct pronunciation.
- All school leavers will be assessed using the WellComm programme and then taught in ability groups/individually to fill in any gaps in their language development.
- Rhyme of the week will help children develop vocabulary, rhythm and rhyme as well as a love of language.
- Each Forest School session will be planned around a book and a rhyme.
- Sing every day!
- Introduce the children to a wide range of literature both in the classrooms and in Forest School
- Have a curiosity cube/cuboid to encourage the children to talk about what they see and ask questions.
- Red Rose Phonetical Awareness will help children tune into the sounds they hear.
- Model and extend my language.
- Use Tapestry to encourage children to share their experiences out of school, both at home about nursery and at nursery about experiences they have shared with their families
- Encourage the children who are EAL to continue to use their mother tongue alongside English.
- Provide cosy nooks and busy areas in the classroom.
- Use role play to promote language.
- Provide a running commentary to children's play to model and extend their language use.
- Remember the comment to question ratio in your interactions with the children 4:1
- Use props, intonation and enthusiasm when sharing books and experiences with the children.
- Use the All About Me's to be able to talk to the children about their families and their interests.
- Encourage the children to use recall and prediction when talking about stories and events.
- Take time to listen and join in sensitively when children are happy for you to do so.
- Allow thinking time.
- Walk and Talk activities will support parents when they are out and about with their children.