



Sequence of Learning for Communication and Language

At Gloucester Nursery School.....

Intent for Communication and Language:

- **Children's interactions from an early age form the foundations for language and cognitive development – underpinning the seven areas of learning and development.**
- **Children will be taking part in quality conversations with peers and adults throughout the day in a language – rich environment.**
- **Children will learn new vocabulary.**
- **Children will enjoy listening to stories and respond appropriately.**
- **They will be able to express themselves effectively making their needs known to other children and adults with confidence.**
- **Children will learn English from a strong foundation in their home language.**

	<p style="text-align: center;">Children at Gloucester Nursery School will learn to :</p> <p style="text-align: center;">Intent</p>	<p style="text-align: center;">How staff will - Implement</p>	<p style="text-align: center;">What will be the - Impact</p>
<p>Early Stage Stage 1</p>	<ul style="list-style-type: none"> • Start to listen to parts of a story book when it is read to them. • Stop and turn when a familiar song is played or sung. • Begin to listen to their Family Worker and respond to simple requests. • Follow the basic nursery routine by following and understanding regular instructions such as 'put your coat on' or 'lunch time'. • Follow simple instructions connected to the daily routine. • Use single words to name objects and parts of the body. • Copy words or expressions made by an adult. • Point or make noises to request something they want or need. • Interact with books by pointing to things which interest them. • Participate in symbolic play to learn that toys represent real objects or things. • Children may need signing, reduced language or visual cues E.g. photographs to support their understanding. 	<ul style="list-style-type: none"> • Staff will provide lots of opportunity for singing, action rhymes and sharing books giving children rich opportunities to understand new words. • Play with groups of objects in provision, small world, in the role play area, animals, picnic sets etc. Whilst children are playing staff talk about the objects, labelling and naming them. • Staff modelling how to use new vocabulary appropriately, repeating any mispronounced words the children have made. • Staff to encourage children to talk, using open ended questions giving time for the children to think and then respond in their own time. • Staff to share picture books with children every day encouraging them to talk about the pictures and story. • Introducing new words and interesting vocab to children. • Play games encouraging the children to copy actions and gestures as part of the daily routine. • Games such as posting box, what's in the box, a shopping game, making tea in the kitchen, answering the telephone, looking after the baby all provide opportunities for children to develop their early communication skills. • Planning—Core nursery rhymes and stories 	<ul style="list-style-type: none"> • Children will have had a successful settling in period, where the child is happy to come into the nursery setting, happy to separate from their carer and is ready to explore the environment around them. • Family Workers will be developing strong positive relationships with the children and their families. • Children will have learnt things have names and will learn the names of objects through play in the provision. • Children will be gaining an understanding of simple sentences and be able to identify objects from a group. • Routines will help make the children feel happy and secure, enabling them to make progress. • Children will be able to follow their existing areas of interest and experience new activities that they have never seen before, widening their learning potential. • 'In the moment planning' will help children make progress as adults are working alongside the children in provision, developing the individual needs of the children. • Parents will feel confident and happy that their child is being well cared for and nurtured. Parents will have opportunity to feedback and talk to staff on their child's learning at home through the parent consultation meetings and Tapestry.

<p>Early Stages Stage 2</p>	<ul style="list-style-type: none"> • Begin to put 2 words together. • Request more - “more” bubbles or “more” milk. • Say the name of more everyday things and objects. • Begin to name some actions, e.g. run, jump, etc. • Begin to join in with some of the words when singing rhymes and songs e.g. twinkle, twinkle little star. • Sing along with a familiar song and rhyme by saying some of the words or sounds. • Listen to an adult reading a short story. • Identify some familiar sounds in the provision. • Listen to others talking to them. • Join in with a simple conversation by responding with 1 or 2 relevant words connected to the theme of their play or a question being asked. • Understand different verbs which describe what people are doing • Begin to understand longer instructions e.g. ,”Put your coat on, then go out to play”. • Follow or copy simple actions in rhymes and songs. 	<ul style="list-style-type: none"> • All of the above plus: • Planned Family Worker activities, carpet time, working with the adults in provision. • Staff to get down to the children's level to get eye contact when speaking to a child. • Daily story times, singing nursery rhymes, retelling stories, story sacks, puppets, small world activities used to develop children's early communication skills. • Simple games in provision E.g. ‘what's in the box?’ • Staff supporting children playing in the provision, modelling how to use the correct speech and language. Modelling how to use new words, in the right context. • Staff giving simple instructions encouraging the children to follow, using gestures and pointing to objects. • Praising children for talking and taking part in small group activities. • Staff using appropriate vocabulary with the children. 	<ul style="list-style-type: none"> • All of the above plus: • Children will be beginning to put more words together independently and appropriately. • Children will be beginning to ask simple questions. • Children can name some objects, verbs and adjectives e.g. apple, banana, run, go, sad, hot. • Children will be developing their concentration levels and attention skills when listening to adults, especially when reading stories. • Children will be beginning to follow simple instructions. • Children will recognise familiar sounds and respond appropriately to them.
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<p>Developing Stage 3</p>	<ul style="list-style-type: none"> • Link 3 or 4 words together. • Talk about things that they have seen or done. • Use simple verbs in a sentence. • Use in, on, I, you, we, big, little, my and your in everyday talk and conversation. • Use more words to make longer sentences. • Use the words “what” and “where”. • Use plurals to identify and describe more than one thing. • Sing simple nursery rhymes and songs within a group. • Listen to a range of different stories with interest. • Follow simple instructions within their play and the daily routine. • Add detail to their conversations with others by responding correctly to what is being said in a conversation or to answer a question. • Correctly identify different environmental sounds. • Begin to take turns in conversations, sometimes with adult support. • Understand and remember 2 things at a time and more complex instructions. • Understand simple adjectives in a sentence. • Understand different actions and situations through an adult commenting on their play and talking about the theme of their play to an adult. 	<ul style="list-style-type: none"> • All of the above plus: • Staff to support and model the use of new vocabulary in key worker activities, Pow Wow times, carpet times, in provision etc. • Use of big books, core texts and core nursery rhymes to develop the children's interest in words and word play. • Play games, listening to environmental sounds, using simple percussion instruments to sing along with rhymes developing listening and attention skills following ‘Letters and Sounds Phase 1’ activities. • Playing hiding the objects games, sorting and matching, Lotto games, posting games. Encouraging taking turns and supporting children to follow the rules. • Following WellComm in targeted sessions. • Staff to encourage pretend play and set up enhancements in provision to enable this to happen. • Staff singing nursery rhymes and pause before a key word, encourage the children to fill in the missing words. • Hide a musical toy in the nursery, encourage the children to follow the noise to find it. 	<ul style="list-style-type: none"> • Children will be developing their ability to listen to adults for longer periods of time, building attention and concentration skills. • Children will show increasing interest in play with sounds, songs and rhymes. • Children will be beginning to use and include more descriptive words. • Children will be using 3 or 4 words linked together that make sense in simple sentences. • Children will be able to sit and listen to short stories with encouragement. • Children will be able to remember and join in with some nursery rhymes. • Children will be learning new words rapidly and trying new words in their speech. • Children will be gaining confidence when talking to adults and other children, beginning to develop their ability to hold 2 way conversations.
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<p>Embedding Stage 4</p>	<ul style="list-style-type: none"> • Link 4 or 5 words together. • Begin to use expressive language and simple sentences to describe what is happening. • Use talk to play co-operatively with their friends. • Re-tell a story and answer questions about a story which has been read to them. • Take turns in conversations with adult support. • Ask questions using “where,” “who,” “when” and “what.” • Predict what might happen next in a story. • Listen to an adult reading a story to them and answer some simple questions about the book. • Talk to another adult or child while they are busy with their own play. • Hold a simple conversation with another child or adult, following the same theme. • Maintain eye contact with others when talking. • Speak within a small group, following the theme of the topic of discussion. • Take turns in conversations, without an adult supporting them. • Initiate a conversation with others. • Understand the functions of different objects and categorise them according to their function. • Understand simple stories which are read to them. • Understand and respond correctly to a yes or no question. • Understand and respond correctly to a “who” question. • Understand the pronouns “he” and “she” and use them correctly. • Understand “how” and “why” questions. 	<ul style="list-style-type: none"> • All of the above plus: • Staff to provide opportunities for children to listen to stories and understand what, where and why questions. Using the pictures in the story to help the child remember and prompt with choices if necessary (Tales Toolkit). • Encourage the children to take turns in a small group, developing the 2 way process of good communication where participants take turns to speak and to listen. • Staff to model and encourage children to take turns when playing socially in groups, developing social skills turn taking, making eye contact and making friends. • Encourage children to share their ‘news’ with small groups of children. • Children are assessed using WellComm. Children who need support or are struggling are placed in small Intervention groups. • Core texts and core nursery rhymes used, also traditional stories. • Staff to model and praise children when showing progress with Listening and attention skills and language development. • Games - Outside and inside where children are encouraged to follow instructions. • Open ended questions 	<ul style="list-style-type: none"> • Children will be assessed using WellComm and put into small groups with similar abilities working on any gaps or needs the children may have in their language acquisition. • Children's confidence in their ability to communicate will be growing and children will take pleasure in playing a range of fun language games. • Children will be able to talk about their favourite story and songs. • Children's understanding will be growing, and their ability to understand a variety of different types of questions. • Children will be able to use language when interacting with other children and begin to initiate conversations and interactions with their friends. • Children will be able to take turns in conversations, listening to the talker and then responding appropriately. • Children will be beginning to wait for small periods of time for their turn to talk, instead of talking over someone else.
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**Understanding
and Applying
Stage 5**

- Use sentences with up to 6 words.
- Talk about things that have happened or to share ideas.
- Describe events and linking sentences.
- Use the words “and” and “because” to link sentences.
- Be able to find the odd one out from a group.
- Use different tenses.
- Uses new vocabulary connected with their play or current area of interest or learning.
- Uses language to recreate roles in their play.
- Listen to an adult reading a longer story within a group, e.g. Family Worker activities/ carpet time.
- Answer questions about a story and retell simple events from the book.
- Say their views or opinions to others, sometimes using words to disagree or argue with what others have said.
- Listen to others talking and responding with appropriate comments, taking turns in the conversation.
- Sit and listen during Family Worker activities or carpet time phonic activities, responding to questions with relevant answers.
- Sing many different rhymes and songs.
- Identify a range of emotions and feelings.
- Understand periods of time and the vocabulary used to describe this e.g. days of the week or seasons of the year.
- Work with a friend following the same narrative in their play as they have listened and understood what they have been saying.
- Listen to others and understand that they may have different views and opinions.

- All of the above plus:
- Group activities and carpet time where adults are encouraging children to talk in front of others, discussing their ideas and explaining their feelings / emotions.
- Games - Outside and inside where children are encouraged to follow instructions,
- Open ended questions
- Children are assessed using WellComm. Children who need support or are struggling are placed in small Intervention groups.
- Core texts and core nursery rhymes used, also traditional stories.

- Children will begin to invent their own rhymes and take pleasure in language play, silly rhymes, tongue twisters etc.
- Children will begin to make up their own stories and narratives in their play.
- Children will be able to listen to stories, sit well and listen. Understanding and responding to questions appropriately.
- Children will begin to use their imagination to use language creatively in their play.
- Children will be able to use future and past tense correctly, e.g. I am going to the park, and I went to the shop.
- Children will be able to express their opinions with some support if needed, discussing their likes and dislikes.
- Children will be able to interact with others playing, communicating affectively and clearly.

<p>Secure and Confident Learners Stage 6</p>	<ul style="list-style-type: none"> • Use language to describe what they have been doing or learning, sequencing their thoughts and experiences. • Take turns in conversations. • Ask many questions to develop their vocabulary and understanding further. • Learn new words quickly and use them when talking to others. • Connect their previous learning together and talk about this when learning new skills. • Use talk to explain, clarify and reason. • Use well-formed sentences which are mostly grammatically correct. • Pronounce most words and letter sounds correctly. • Listen in a range of different situations, within their play or in larger groups. • Listen and respond with relevant comments to visitors or when visiting places out the nursery school, e.g., questions about the theatre performance they have seen. • Hold a conversation with others, sometimes whilst they are busy with other things, making relevant comments and taking turns in their conversations. • Listen and learn new skills and knowledge without a visual prompt to support this learning. • Listen to what others say and respond to them appropriately. • Understand simple jokes and humour. • Give their opinion about an event or story. 	<ul style="list-style-type: none"> • All of the above plus: • Staff to extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. • These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. • Offer children lots of interesting objects or things to investigate, encouraging children to ask questions. • Staff to model language that promotes thinking and challenges children - I can see that’s empty, I wonder what happened to the snail that used to be in that shell? • Staff to use open ended questions like ‘I wonder what would happen if . . .?’ encourage more thinking and longer responses. • Staff to help children elaborate on how they are feeling. • Staff to expand on children’s phrases. 	<ul style="list-style-type: none"> • Children will feel confident and will have a mature use of language. They will be able to communicate effectively and clearly, be able to listen attentively, understand what is being said, responding to instructions and being able to respond and ask appropriate questions to further their understanding and knowledge. • Children will be able to move onto Phase 2 Letters and sounds, building phonological knowledge, developing their ability to identify rhyme, alliteration and letter sounds. • Children will be extending their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Children will be using language to imagine and recreate roles and experiences in play with other children and adults. • Children will be able to use talk to organise, sequence and clarify their thinking and ideas. • Children will begin to use 2 channelled attention, listening and doing something for a short period of time.
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