



Hart Hill Nursery School

Communication and Language Policy

Updated Summer Term 2024

Ratified by SLT on 18-07.24

Signed 

To be updated Summer Term 2027



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What is Communication and Language in the Foundation Stage?

Development Matters 2020 states that:

“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.”

Communication and Language is a prime area of learning and underpins everything in the early years.

Our overall aim for Communication and Language for children at Hart Hill Nursery School is that:

All children will use their chosen communication method, to have good quality back and forth interactions, throughout the day.

Effective Learning within Communication and Language at Hart Hill Nursery School involves:

- Creative and imaginative play activities linking to children’s interests or relevant themes that promote the development and use of language
- Children having time to talk to their peers and staff multiple times throughout the day
- Exploring a language rich environment that provokes conversation through a carefully thought out provision i.e. resources and layout
- Children feeling confident to express their thoughts and ideas in a safe and secure environment

Effective Teaching within Communication and Language at Hart Hill Nursery School involves:

- Promoting children’s learning through planned experiences and activities that challenge children whilst still giving them opportunities to succeed
- The use of MAKATON signs, symbols, communication boards and objects alongside speech to support children’s understanding
- Ensuring early identification of children with speech, language and communication needs
- Using accurate assessment to inform planning
- Engaging children in reading a wide range of fiction and non-fiction books, providing the opportunity to learn, use and embed new words



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- Planning with consideration of children's interests to stimulate discussion and provide language rich opportunities
- Developing real life experiences such as local walks and educational visits to stimulate discussions and widen children's vocabulary
- Encouraging the use and extension of language and the development of listening skills in both large and small groups and on a one-to-one basis
- Creating a language rich environment supporting the themes, interests and experiences that children can relate to
- Provide a differentiated curriculum to ensure accessibility to the curriculum for all children
- Displaying visual self- help aids and communication and choice boards across the school to support children's understanding and support them to communicate their wants, needs, thoughts and ideas
- Implementing early phonic medium and long term plans that develop listening and attention skills as well as encouraging early talk
- Intervention groups to support the development of language

Planning for Communication and Language

Planning at Hart Hill Nursery School is devised in line with the EYFS Statutory Guidance, Development Matters 2020 and from observation and assessment of children's needs. It also takes into account:

- Medium and long term planning linked to Communication and Language ensuring curriculum coverage and progression of skills over time
- Short term weekly plans focusing on specific, differentiated skills and key vocabulary
- Contracts of Education outlining individual targets for all children
- Assessments, Pupil Progress meetings and Contracts of Education
- Targets on School Development Plan
- Pupil Premium and PEP targets

Record Keeping and Assessment

Key workers will ensure that assessments take place through observation of the children during Child Initiated Learning, adult led activities and through conversations with parents. Positive verbal feedback should be given to pupils about their progress.



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Key workers will update assessments using the school's assessment framework at least termly and feedback to class teachers/room leads so that they can monitor and update future planning. Children's targets will be regularly updated and assessed by individual key workers; this will be overlooked by the class teachers and room leaders to ensure consistency. Where progress or attainment is not in line with school expectations, this will be highlighted in pupil progress meetings with a member of the senior leadership team to ensure that gaps in learning are narrowed and concerns are monitored.

Monitoring the Policy

The Communication and Language co-ordinator will undertake observations of practitioners, children and environments. The co-ordinator will complete gap analysis using assessment data with the support of the Head Teacher and create an action plan accordingly. The co-ordinator will also monitor long, medium and short term planning to ensure it is meeting the needs of the cohort. The co-ordinator, with the support of SLT will report findings to the Governing Body at least annually.