



Intent:

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. At Elburton we support language development 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.
- Through conversation, storytelling, Helicopter Stories, choral reciting of poetry and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Implementation:

	Learning Experiences	Key Vocabulary and what children need to know	Outcomes
Nursery 2-Year-Old Provision	<p>Continue to challenge children to identify objects by function.</p> <p>Model and encourage 'what?', 'where?' and 'who?' questions. Re-reading favourite stories and singing favourite rhymes.</p> <p>Comment on what the children are interested in or doing using complete sentences introducing new words.</p>	<p>Mummy, Daddy, Baby,</p> <p>hello, bye-bye, dog, cat, ball, nose, eye, milk, juice, banana, cookie, yes, no, book, more, all gone, car, hot, thank you, bath, shoe, hat</p>	<p>Uses 50 or more recognisable words appropriately and understands many more.</p> <p>Put 2 or more words together to form simple sentences.</p> <p>Starting to use 'no' and 'not'.</p> <p>Constantly asking names of objects and people.</p>



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<p>Model correct grammar by echoing back to children what they have said with grammar corrected, e.g. 'I seed a dog last night' practitioner response 'Really? You saw a dog last night? I saw a dog last night as well, it was black...' emphasising the corrected grammar.</p> <p>Read frequently to children and then provide them with extensive opportunities to use and embed new words in a range of contexts.</p> <p>Engage children in conversations that include some 'why?', 'when?' and 'how?' questions.</p> <p>The responses may need to be modelled/scaffolded. E.g. 'How did you make your playdough into a sausage shape?' ... 'I thought I saw you rolling your playdough with your hands, is that how you made it into that sausage shape?'</p> <p>Begin to model the use of some abstract concepts such as 'before', 'after' and 'if'.</p> <p>Engage children in lots of singing – repeating favourite nursery rhymes and songs frequently.</p>	<p>May omit sounds or parts of words. Attends communications addressed to self, although may need a prompt to stop and shift attention.</p> <p>Begins to listen with obvious interest to more general conversation.</p> <p>Refers to self by name or using personal pronoun 'me' and talks to self continually in long monologues during play but may be incomprehensible to others.</p> <p>Echolalia is almost constant, with one or more stressed words repeated.</p> <p>Joins in nursery rhymes and action songs. Indicates hair, hand, feet, nose, eyes, mouth, shoes, etc. in pictures.</p> <p>Names familiar objects and pictures. Carries out simple.</p> <p>instructions such as 'go and see what the postman has brought'.</p> <p>Follows a series of two simple but related commands, e.g. 'get your teddy and put it in the bag'.</p>
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	<p>When the children are engaged in storytelling, roleplay and have general conversations, ask questions that invite them to elaborate.</p> <p>Encourage children to recognise named colours and attempt to use colour names for themselves.</p> <p>Use sentences with 2 and then 3 information carrying words, e.g. 'put the cup and the plate on the chair.'</p> <p>Model and encourage the use of word category names e.g. toys, food, vegetables, clothes...</p> <p>Encourage children to begin to link ideas linguistically using 'and' and 'then'.</p> <p>Provide lots of hands-on experiences with objects and events</p>		<p>Can select a named object from a display of 3 or 4 objects.</p>
Pre-school	<p>Continue to encourage the children to tell long stories.</p> <p>Continue to model and encourage 'what?', 'where?', 'how?' and 'who?' questions.</p> <p>Re-reading favourite stories and singing favourite rhymes.</p>	<p>Social Function Words</p> <p>Please, thank you, hi/hello, bye-bye, again, sorry? uh-oh, yes/uh-huh/okay, no/uh-uh</p> <p>Common Action Words (Verbs) eat, drink, go, stop, run, jump, walk, sleep/night-night, wash, kiss, open, close, push, pull, fix,</p>	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>



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<p>Continue to model and encourage the use of abstract concepts such as 'before', 'after' and 'if'.</p> <p>When the children are engaged in storytelling, roleplay and having general conversations ask questions that invite them to elaborate.</p> <p>Continue to use sentences with 4 information carrying words, e.g. 'put the cup and the plate on the chair.'</p> <p>Model and encourage the use of word category names e.g. toys, food, vegetables, clothes...</p> <p>Encourage children to begin to link ideas linguistically using 'and', 'then' and 'because'.</p> <p>Comment on what the children are interested in or doing using complete sentences introducing new words.</p> <p>Model defining concrete nouns by use e.g. I need something to contact the doctor with.</p> <p>I could use the phone, or I could use the laptop for a video chat.</p>	<p>broke, play, want, hug, love, hurt, tickle, give ("gimme"),</p> <p>all gone, all done, dance, help, fall, shake, see, watch, look, sit, stand (up), throw, catch, blow, cry, throw, swing, slide, climb, ride, rock, come ("C'mon"), colour/draw</p> <p>Location Words (Propositions) down, in, out, off, on, here, there (Plus later ones such as around, under, behind, over at/after age</p> <p>3) Descriptive Words (Adjectives/Adverbs) big, little, hot, cold, loud, quiet, yucky, icky, scary, funny, silly, dirty, clean, gentle, wet, soft, fast, slow, colour words (red, blue, yellow, green, pink, orange, purple, black, white, brown) and quantity words (all, none, more, some, rest, plus early number words – especially 1, 2, 3) Early Pronouns me, mine, my, I, you, it (Then toward age 3 the gender pronouns such as he, she, him, her)</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals,</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p>
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	<p>Model the use of time and sequence concepts such as 'first', 'then' and 'last'.</p> <p>Read frequently to children and then provide them with extensive opportunities to use and embed new words in a range of contexts, providing them with lots of opportunities to act the stories out alone or with friends.</p> <p>Engage children in conversations that include some 'why?', 'when?' 'who?' and 'how?' questions.</p> <p>The responses may need to be modelled/scaffolded, e.g. 'How did you make your playdough into a sausage shape?' ... 'I thought I saw you rolling your playdough with your hands, is that how you made it into that sausage shape?'</p> <p>Begin to use sentences with 5 information carrying words, e.g. 'put your hat, scarf, gloves and bottle in your bag.'</p> <p>Begin to use language to compare objects e.g. 'smaller', 'stronger', 'faster'.</p> <p>Providing lots of hands-on experiences with objects and events that they may not get to experience with their family e.g. time to play with food like spaghetti, a wider variety</p>		
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	of foods to taste, hands on experiences with animals, plants, artefacts; hands on experiences such as tractor visits, fire engines etc.		
Foundation	<p>Continuing to encourage them to love to be read or told stories and act them out in detail later, alone or with friends.</p> <p>Story sacks.</p> <p>Continue to model and encourage 'what?', 'where?', 'how?' and 'who?' questions.</p> <p>Continue to give full name, age and birthday as well as home address.</p> <p>Continue to listen to instructions whilst engaged in activities.</p> <p>Continue to define concrete nouns by use.</p> <p>Continue to understand time and sequence concepts and use terms such as 'first', 'then', 'last'.</p> <p>Constantly encouraging them to ask the meaning of abstract words and to use them.</p> <p>Gently correct errors.</p>	<p>See vocabulary lists develop and use new vocab daily. abstract concepts such as 'before', 'after' and 'if'.</p> <p>Teddy, book, drink and hat in your bag.'</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn and use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Enjoys jokes and riddles.</p>



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	<p>Continue encouraging them to delight in reciting or singing rhymes and jingles.</p> <p>Model and encourage the use of word category names e.g. toys, food, vegetables, clothes...</p> <p>Encourage children to begin to link ideas linguistically using 'and', 'then' and 'because' Engage in story times.</p> <p>Comment on what the children are interested in or doing using complete sentences introducing new words.</p> <p>Model and encourage their use of time and sequence concepts such as 'first', 'then' and 'last'.</p> <p>Read frequently to children and then provide them with extensive opportunities to use and embed new words in a range of contexts, provide them with lots of opportunities to act the stories out alone or with friends.</p> <p>Engage children in conversations that include some 'why?', 'when?' 'who?' and 'how?' questions.</p>		<p>Continue to use sentences of 5 information carrying words, e.g. put your</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs. Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Early Learning Goal:</p> <p>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. Continue to model</p>
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	<p>Secure their use of language to compare objects e.g. 'smaller', 'stronger', 'faster'.</p> <p>Echo back what children say with new vocabulary added.</p> <p>Model and encourage the correct use of past, present and future tenses.</p> <p>Provide lots of hands-on experiences with objects and events that they may not get to experience with their family.</p>		<p>and encourage 'what?', 'where?', 'how?' and 'who?' questions.</p> <p>Questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
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