

## COMMUNICATION & LANGUAGE POLICY

### RATIONALE

Communication and language is at the heart of children's learning as it unlocks access to the wider curriculum. The development of children's skills in language is central to their abilities to communicate in relationships and learning, to understand ideas and to order, explore and refine their thoughts. Children bring their personal understanding and use of home language to the pre-school setting and this should be valued and encouraged.

### AIM

The aim of Killermont Nursery is to promote children's development and learning and communication and the use of language in relation to their previous experiences, competences and levels of development.

### OUTCOMES

- Children clearly communicate their needs, feelings, thoughts and experiences
- Children participate as speakers and listeners and develop an awareness of print
- Children become confident learners by building on their own experiences and interests
- Both verbal and non-verbal communication is encouraged appropriate to the child's developmental needs
- Languages familiar to the child are acknowledged and the diversity of cultures is celebrated

### PROCEDURES

Within Killermont Nursery the curriculum is based on *Curriculum for Excellence* to ensure balance and relevant learning opportunities for all pupils.

A wide range of listening, talking, reading and writing activities are planned for the children as well as resources being available and carefully chosen to support and extend learning.. Activities may include:

#### Listening to:

- CDs with and without headsets
- following instructions from adult/peers
- interesting sounds (indoors/outdoors)
- each other and adults
- stories, rhymes, poems, songs and music
- stories from other adults eg parent story teller
- sounds, rhythms of words in stories, songs, music and rhymes

#### Talk:

- participating in conversations with adult/children in a one to one or group situation
- sharing experiences
- recalling events and activities
- role play and drama situations
- reciting poems, rhymes and singing songs
- retelling parts of stories and rhymes
- expressing needs, thoughts and feelings

#### Reading:

- visiting the book corner
- engaging with fiction/non-fiction books, posters, pictures, photographs, dressing up clothes, puppets, story telling props and display areas
- in context, providing many literacy experiences in the nursery eg newspapers, recipe cards and books, clearly displayed captions, labels, children's own books
- reading and sharing books for enjoyment
- reading non-fiction books to find interesting information
- recognising print and visual experiences in the nursery and within the local environment
- recognising own name eg collecting badge, cloakroom, peg

#### Writing:

- experimenting with a wide variety of suitable writing materials and tools eg pencils, pens, crayons, chalk
- recognising the link between the spoken word and written word
- developing an awareness of letter names and sounds eg computer games, magnetic letters
- use drawings, written marks, symbols, letters and words to express ideas and feelings

Children have the opportunity to experience such activities during free play sessions as well as during more formal adult led sessions. A range of resources are purchased and rotated to enhance these learning opportunities and take account of the children's interests.

- *Please refer to Planning Policy*

Staff are responsive to each child's needs and interests and involve the children in planning by observing their play and seeking their opinions. Staff members carefully consider the children's previous learning experiences to ensure activities are relevant to the children's developmental needs and interests.

Assessment notes are updated regularly to record significant aspects of the child's learning. Information about the child's learning is passed on to the child, parent/carer and other relevant professional.

- *Please refer to Assessment/Reporting Policy*

### **ROLES AND RESPONSIBILITIES:**

#### **Senior Staff**

- Ensure national and local guidelines are followed
- Monitor and evaluate the quality of the programmes for communication and language

#### **Staff**

- Be fully aware of the guidance for the implementation of Language and Literacy: Curriculum for Excellence
- Must take account of the individual needs of the children including any additional support needs

### **RESOURCES**

*Curriculum for Excellence*

### **CROSS-REFERENCES:**

The Child at the Centre	1.1, 1.2
National Care Standards	4.4

In our centre responsibility for implementing this policy is:	
First Draft	Date: Nov 2001
Consultation with Early Years Community	Date:
The policy was created on:	Date: 10 October 2003
The policy was reviewed	Date: November 2018
Due for review on (not more than 3 years):	Date: 2021/22