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**Newburn Manor Nursery School**

**Communication and Language Policy**

**April 2017**

**Reviewed April 2018**

RATIONALE:

We believe that the development and use of communication and language is at the heart of young children’s learning and we provide a caring, supportive atmosphere in which the children have the confidence and motivation to use these in every part of the curriculum.

*PURPOSE 1:*

*To provide opportunities for children to communicate thoughts, ideas and feelings and to build up relationships with adults and each other.*

GUIDELINES:

* Practitioners play alongside and observe children, and plan for the best contexts for them to develop speaking, listening and understanding.
* The children are taught strategies such as listening, turn-taking, initiating and sustaining conversation
* Practitioners encourage and value all attempts at communication [verbal/non-verbal/in any medium]

*PURPOSE 2:*

*To incorporate communication and language development activities in each area of learning.*

GUIDELINES:

* All activities are relevant to aspects of the children’s lives in the setting, at home and in the community and are based on purposeful play
* Planning incorporates the whole learning environment, indoors and outdoors, for individuals and small and large groups.
* Planning identifies explicitly how language will be used, the related vocabulary and opportunities for listening and speaking in all areas of learning

*PURPOSE 3:*

*To incorporate physical movement and practical experiences into communication and language activities and to share a wide range of rhymes, music, songs, poetry, stories and non-fiction books.*

GUIDELINES:

* Practitioners provide opportunities for physical action and plan for experiences which engage many senses
* Resources are yearly audited and purchased to maintain good quality and wide range
* Non-verbal communication is valued
* Children are encouraged to use language to express thought as it becomes less dependent on action

*PURPOSE 4:*

*To be aware of, and sensitive to, the needs of children for whom English is an additional language, using their home language when appropriate.*

*To plan opportunities for children to be aware of languages and writing systems other than English, and communication systems such as signing and braille.*

GUIDELINES:

* Resources and toys reflect the diverse world in which we live
* Staff use photographs and symbols in addition to the spoken word to ensure access to all experiences
* Practitioners build on children’s experience of print at home
* Appropriate support and resources are made available for children with English as an additional language or who need alternative communication systems

*PURPOSE 7:*

*To promptly identify and respond to any particular difficulties in children’s language development*

Guidelines:

* Practitioners use assessment and recording to identify the needs of all children
* By October practitioners plan for, and if necessary seek advice for, educational need
* Planning is shared by all practitioners and specific education plans established