

Communication and Language

C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, Fab 5, and talking baskets.

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. 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, story-telling 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.

Nursery 1 (Early Explorers)	No Active Cohort Present: Continuous rolling intakes for Nursery 1 begin in Spring 1 (January) and Summer 1 (April). Baseline Mapping: Upon entry in January/ April, practitioners will utilise the Spring/Summer development milestones to establish immediate, child-focused baseline parameters.	Listening, Attention and Understanding: - Focuses on a high-engagement story, song, or puppet track for 2–3 minutes when supported with heavy adult prompting and sensory props. - Begins to look toward a speaker when their name is called from across a small room. Speaking: - Shifts from purely physical needs to labelling objects and actions during pretend play ("Big car", "Mummy sleep"). - Uses language to ask simple, immediate questions like "What's that?" when exploring new objects.	Listening, Attention and Understanding: - Understands simple, repetitive social routines ("Stop", "Wash hands"). - Can select a familiar object from a small choice of three when verbally requested by an adult. Speaking: - Consistently strings 3-word phrases together to form emerging sentences. - Begins to use early speech patterns to communicate with peers in shared spaces ("My turn", "No, mine").
Nursery 2	Listening, Attention and Understanding:	Listening, Attention and Understanding:	Listening, Attention and Understanding:

(Confident learners)	- Can sit in a small group for 5 minutes but is easily distracted by surrounding environmental noise. - Understands two-part instructions within a familiar context ("Find your coat and put it by the door"). Speaking: - Speaks in structured sentences of 3–5 words to introduce themselves and chat with familiar staff. - Talk is used aloud to narrate exactly what they are doing while playing side-by-side with a peer.	- Listens with growing interest to short, repetitive stories and begins to anticipate what comes next, eagerly joining in with familiar catchphrases. - Identifies missing objects or characters from a story when asked basic questions. Speaking: - Sentences expand to 4–6 words. Begins experimenting with past and future concepts ("We went to the park", "Tomorrow I go grandmas"). - Begins using spoken language to solve minor conflicts over shared play resources instead of hitting or grabbing.	- Maintains focus during a small-group carpet input for up to 10 minutes by actively ignoring minor background movements. - Responds accurately to simple Who, What, where questions regarding a story just shared. Speaking: - Uses a wider, more expressive vocabulary containing descriptive words (<i>big, crunchy, fast</i>). - Can connect two thoughts or events using basic conjunctions like <i>and</i> or <i>then</i>.
Reception	Listening, Attention and Understanding: - Carpet Routine Mastery: Understands and executes classroom listening rules ("Good sitting, empty hands"). - Confidently processes a multi-step instruction completely unaided ("Hang your coat up, put your bottle in the box, and choose a table"). - Enjoys listening to a variety of fiction and non-fiction texts. Speaking:	Listening, Attention and Understanding: - Asks relevant questions during whole-class inputs to check their own understanding of what has been said to them. - Maintains focus and engagement during longer, more complex narrative stories across the week. Speaking: - Uses talk as a practical tool to work out problems, organize group play activities, and assign roles to peers in the role-play area.	Listening, Attention and Understanding: - Listens attentively in all settings and responds to what they hear with deeply relevant, clarifying questions. - Follows a thread of discussion completely, holding multi-turn, back-and-forth conversational exchanges with adults and peers alike. Speaking: - Actively and independently embeds newly taught words across completely different play contexts.

	- Initiates back-and-forth conversations with both adults and peers using well-formed sentences. - Uses clear language to describe their personal experiences, feelings, and home lives. - Answers direct <i>Who, What, Where, When</i> questions about a shared class text.	- Articulates ideas and thoughts using accurate past, present, and future tenses, making regular use of conjunctions (<i>because, but, so</i>).	- Offers logical explanations for <i>why</i> things might happen, making accurate predictions and connecting complex ideas using a mature range of connectives. - Participates confidently in small group and whole-class debates.
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