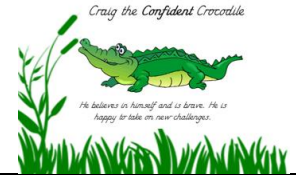


INTENT

To become a Confident Communicator and Perform to an Audience



IMPLEMENTATION

Aspect of Educational Programme 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.

Autumn Term – We are all special

Planned outcome - engage in conversation about themselves, their family and the things that are special to them. Engage in conversation about what they are doing.

Experiences –

- ‘Chatterbox’
- ‘This is Me’ book
- Show & Tell theme ‘Being Special’
- Performing in the Year R Nativity
- To share a Nursery rhyme box of favourite nursery rhyme (created at home or school)

Adaptation to Continuous Provision

- Chatterboxes to be available for the children to access
- This is Me booklet displayed in a basket for the children to freely access
- Mirrors
- Photographs of immediate family and photographs of wider school environment

Role of the Adult

- ❖ To narrate what they are doing and model how they are feeling verbally
- ❖ To validate children’s feelings and naming the emotion they might be feeling
- ❖ To highlight the things that we might notice about those around us

Interventions

NELI, Identityplay, Bucket time, Intensive interaction, Friendship group

Spring Term – Time for change

Planned outcome - To Engage in conversation about what they have done and are going to do through play ask questions and share experiences.

Experiences –

- ‘When I grow up I want to be ...’ dress up day
- Who are You? Visitors asking and answering questions (unfamiliar adults while being supported by familiar adults) (police officers, nurses, doctors, dentists)

	Adaptation to Continuous Provision		Role of the Adult	
	<ul style="list-style-type: none"> • Pictorial map of the local area showing familiar destinations - park, shop, pharmacy, clock tower, hospital, skatepark • Book containing photographs of local area- park, shop, pharmacy, clock tower, hospital, skatepark • Local landmarks on wooden blocks in small world area • Comparison photographs – our local area now and in the past • Photograph of themselves as a baby, toddler and now • Rainbow challenge opportunities introduced 		<ul style="list-style-type: none"> ❖ To narrate and extend the children’s play by encouraging the children to talk about what they are doing and offering suggestions of how the play can be developed further ❖ By modelling open ended questions and prompting for more information to encourage the children to expand on their original answer 	
	Summer term -What a wonderful world			
	<p>Planned outcome - listen to other people’s views and ask relevant questions. Engage in conversation to explain what they have done and how they have done it.</p> <p>Experiences –</p> <ul style="list-style-type: none"> • Visit a farm and talk about what they saw, did, experienced. • Make a vehicle and travel to Year one. 			
	Adaptation to Continuous Provision		Role of the Adult	
<ul style="list-style-type: none"> • Various types of animals and resources to show different environments • Linear timeline of the year showing what they have done (in the past) and what will be happening in the future • Travel brochures showing different examples of environments and climates to our own 		<ul style="list-style-type: none"> ❖ To model talking in past tense to highlight what has happened in the past (went, saw, did) ❖ Regularly use the linear timeline to talk about the past and present ❖ Modelling talking about experiences and making links to emotions that reflect the child’s experiences 		
Interventions – NELI		Circle Time	Continuous Provision	Story/song time
Develop social phrases, engage in two-way conversation with a friend, listen and respond to ideas, speak clearly to give feedback. (Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts) Identify play		Listen attentively to others, speak clearly to explain ideas, thoughts and feelings	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults.	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs Bob and Bunk – Rose Blake <i>(SLS recommended)</i> On the way to school – Vikki Conley <i>(SLS recommended)</i> I’ll be there- Karl Newson <i>(SLS recommended)</i>
IMPACT	<p>To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>			