

**The Lawns Nursery School and Children's Centre  
Communication and Language Audit/Policy**

Developed by: J Coles, Area Coordinator

The overall objective of the Early Years Foundation Stage (EYFS) in all seven areas of Learning is that by the time children reach the end of the EYFS ( last term of the Reception/ YR R) they will have achieved the 17 Early Learning goals ( first column in red). At The Lawns we aim to work towards these goals by encouraging children to engage with people and their environment, to play and explore, be active learners and to create and think critically, all Characteristics of Effective Learning. The second column shows how we address this.

Objectives We aim to achieve	Who What when	Evaluation
<p><b>Early Learning Goal-</b></p> <p><b>Listening and Attention.</b></p> <p><b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p> <p>Children start to become more focused and not easily distracted</p> <p>Children are proud and are able to show satisfaction.</p> <p>Children have their own ideas.</p> <p>Children are willing to 'have a go'.</p> <p>Children are encouraged to engage in new experiences.</p>	<p>Staff share stories, rhymes, songs on a daily basis either 1;1. small groups or whole class sessions.</p> <p>Staff understand the importance of using intonation when telling stories or singing rhymes.</p> <p>We use songs and rhymes to fit with the daily routine, experiences etc and often spontaneously join in eg 'can I help you'</p> <p>We play voice games and encourage children to be aware from which part of the mouth the sound comes from.</p> <p>We encourage children to listen and imitate sounds around them eg wind.</p> <p>We have books/stories that relate to sounds and use sound language.</p> <p>We have seasonal songs/rhymes that are revisited and repeated.</p> <p>We play listening games both indoors and out.</p> <p>We have sound resources eg CD of every day sounds, sound boxes etc.</p> <p>Staff use props/puppets etc to support stories and rhymes.</p>	<p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Confident and independent children</p>

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<p><b>Early Learning Goal-</b></p> <p><b>Listening and Attention.</b></p> <p><b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p> <p>Children maintain focus and persist</p> <p>Children show levels of energy and fascination.</p> <p>Children pay attention to details.</p> <p>Children learn to be proud of their accomplishments.</p> <p>Children use and test their own ideas.</p> <p>Children become aware of all their senses and how to use them to explore the world.</p> <p>Children are able to concentrate and be focused.</p>	<p>We share each others language and share appropriate resources.</p> <p>Children use claves/rhythm sticks to experiment with sounds.</p> <p>We have a wide range of instruments to experiment with sound.</p> <p>Staff are good role models and demonstrate good listening skills.</p> <p>We play alliterative games and have a wide range of resources eg CD, phonic boxes.</p> <p>Staff use children's names to gain their attention before speaking to them.</p> <p>We use different parts of our bodies to play with sounds.</p> <p>We record and listen back to the work.</p> <p>Children use mirrors to watch how their mouths move when they say sounds.</p> <p>We set up listening/music areas both indoors and out.</p> <p>Children learn to use the CD player independently.</p> <p>We video children acting out stories.</p> <p>We have a wide range of books that encourage rhyme, repeated Refrains, actions etc.</p> <p>We do action rhymes, turn taking rhymes etc.</p> <p>Children play talking partners- they are encouraged to listen then feed back.</p> <p>Staff give children time to process what is being said.</p> <p>Staff understand that EAL/SEND children need longer to process and use clear and simple instructions when appropriate.</p> <p>Children have the opportunity to access quiet areas/room.</p>	<p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p> <p>Parents and children bring in objects for us to use.</p> <p>Observations/monitoring</p> <p>Learning walks by staff and governors.</p> <p>Feedback from parents</p> <p>Photographs and video planning</p> <p>Children share their Learning Journey with adults and peers and reflect on what they have achieved</p>

<b>Objectives</b> <b>We aim to achieve:</b>	<b>Who What When</b>	<b>Evaluation</b>
<p><b>Early Learning Goal-</b></p> <p><b>Understanding-</b></p> <p><b>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in responses to stories and events.</b></p> <p><b>Children are encouraged to 'have a go'.</b></p> <p><b>Children engage in new experiences.</b></p> <p><b>Children initiate their own ideas.</b></p> <p><b>Children start to maintain focus and become more persistent.</b></p> <p><b>Children show levels of energy and fascination.</b></p> <p><b>Children are able to understand what being said to them, respond and follow instructions.</b></p> <p><b>Children can ask and understand questions.</b></p>	<p><b>Staff work with 'Growth Mindset' we help children to understand that they 'can't do it yet' to keep trying.</b></p> <p><b>Children are invited to show and tell or talk about their experiences to their key groups. Staff encourage others to listen</b></p> <p><b>We provide a wide range of resources to stimulate interest of all levels of development and needs.</b></p> <p><b>We use actions, signs and gestures to help children to understand.</b></p> <p><b>Staff give children time to process language, model language, speak clearly and use an appropriate level of language for each child individual needs.</b></p> <p><b>Staff run language booster groups to support children's language development.</b></p> <p><b>Staff aware that children's understanding is much greater than their ability to express thoughts and ideas.</b></p> <p><b>Staff take every opportunity to extend children vocabulary.</b></p> <p><b>staff give running commentaries.</b></p> <p><b>Children play talking partners- they are encouraged to listen then feed back.</b></p> <p><b>We have routines that help children to understand and predict the order of the day, what comes next etc.</b></p> <p><b>We use pictures, books real objects and signs alongside words to scaffold understanding.</b></p> <p><b>Staff use props with stories, songs and rhymes.</b></p> <p><b>We encourage children to talk about what they are doing.</b></p> <p><b>We speak to EAL parents about their language and provide resources, books etc to support understanding.</b></p>	<p><b>Observations/monitoring</b></p> <p><b>Learning walks by staff and governors.</b></p> <p><b>Feedback from parents</b></p> <p><b>Photographs and video planning</b></p> <p><b>Children share their Learning Journey with adults and peers and reflect on what they have achieved.</b></p> <p><b>Popularity of different activities.</b></p> <p><b>Children have a good understanding of what's going on around them and are able to cope with routines and boundaries.</b></p>

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<p><b>Early Learning Goal-</b></p> <p><b>Understanding</b></p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in responses to stories and events.</p> <p>Children use their own ideas and are able to understand the ideas of others.</p> <p>Children start to pay attention to details.</p> <p>Children are encouraged to be proud of their accomplishments.</p>	<p>We have interactive displays using artefacts, books, objects etc. Staff and children share the resources on the display in key group discussions.</p> <p>Staff join children in role play where they model, reinforce and extend children's understanding.</p> <p>Staff use open ended questioning.</p> <p>Staff model good questioning skills.</p> <p>Older children are encouraged to use and extend their questioning skills.</p> <p>Staff play the apprentice and encourage children to show or demonstrate what they are doing or mean.</p> <p>Children are encouraged to plan or think through their ideas. Staff encouraged them to reflect and review their work.</p> <p>Children are encourage to predict story endings etc.</p> <p>We provide a wide range of resources to stimulate interest of all levels of development and needs.</p> <p>We use actions, signs and gestures to help children language development.</p> <p>Staff give children time to process language, model language, speak clearly and use an appropriate level of language for each child individual needs</p> <p>Staff run language booster groups to support children's language development.</p> <p>Staff aware that children's understanding is much greater than their ability to express thoughts and ideas</p>	<p>Photos/videos</p> <p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Sample of work</p> <p>Displays</p> <p>Learning walks by staff and governors.</p> <p>Popularity of different activities</p> <p>Photos/videos</p>

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<p><b>Early Learning Goal</b></p> <p><b>Speaking-</b></p> <p><b>Children express themselves effectively, showing awareness of the listeners' needs. They use past present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p> <p><b>Children develop a wide vocabulary and continue to do so throughout their lives.</b></p> <p><b>Children are able to speak clearly and communicate.</b></p> <p><b>Children use their own ideas.</b></p> <p><b>Children test their ideas.</b></p> <p><b>Children pay attention to details.</b></p> <p><b>Children are proud of their accomplishments.</b></p> <p><b>Children to find new ways to use resources, materials etc</b></p>	<p>Staff share stories, rhymes, songs on a daily basis either 1:1, small groups or whole class sessions.</p> <p>Staff understand the importance of using intonation when telling stories or singing rhymes.</p> <p>We use songs and rhymes to fit with the daily routine, experiences</p> <p>We play voice games and encourage children to be aware from which part of the mouth the sound comes from.</p> <p>We encourage children to listen and respond.</p> <p>We have seasonal songs/rhymes that are revisited and repeated.</p> <p>Children use mirrors to watch how their mouths move when they talk.</p> <p>We set up listening areas.</p> <p>We video children acting out stories.</p> <p>We have a wide range of books that encourage rhyme, repeated refrains, actions etc.</p> <p>We do action rhymes, turn taking rhymes etc. We record and listen back to the work.</p> <p>Children play talking partners- they are encouraged to listen then feed back.</p> <p>We encourage parents to use their first language at home.</p> <p>We plan a wide range of role play in which children can represent their own experiences and add to their vocabulary eg Shops, hospitals, café, baby clinic etc.</p>	<p>Photos/videos</p> <p>Observations</p> <p>planning</p> <p>enthusiasm of children's response</p> <p>Feed back from parents</p> <p>Videos, photos, recordings of discussions etc.</p> <p>Displays</p> <p>Popularity of different activities relating to speech development.</p> <p>Children talking, having conversations.</p>

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