



Telephone: 07935784567

Email: owletspreschool@outlook.com

Charity Number: 1030866

12. Speech, Language & Communication

12.1 Speech, Language and Communication

To develop, extend and enrich the skills of speech, language and communication for each individual child, in order for them to access the curriculum to support their ever-changing needs. Owlets Pre-school is organised in order to promote and enhance development in speech, language and communication. Staff promote positive images and role models for the children. Learning and development will be achieved via an enabling environment, through a mixture of adult led activities and free flow activities. Our topics and themes are taken from the child's interests and experiences.

Owlets Pre-School provide a stimulating environment in which speech language and communication skills can be nurtured, supported and developed. To provide visual, auditory and tactile experiences which will provide opportunities for all children to achieve the best possible outcomes. We ensure our communication environment influences language development.

Procedures

Speech

The planning of activities provide the opportunity for children to use, explore and develop skills in verbal communication. Activities will support the children in forming relationships with both peers and adults and the expression of thoughts and feelings.

Listening

Owlets Pre-School provide the children with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share their in other's feelings and thoughts. Activities are planned to help children to develop imagination and aesthetic awareness, to develop the ability to respond to their own experiences and those of others.

Reading

Owlets Pre-School encourage the enjoyment of books. Activities are planned to enable children to develop skills in using books as a means of gathering information, and as a means of gaining and sharing pleasure. We will provide a range of opportunities and experiences through which language skills can be developed.

Children will also experience the use of gesture and expression to enable them to convey information. Where appropriate staff will support children in developing alternative strategies (Signing) as a means of

communication. For children whose first language is not English, staff will offer support and show respect for the home language and culture of the child through the use of books, labels, pictures and other resources that reflect and value their home language and culture. Parent/carers are welcomed into the setting to share their knowledge with the children and staff. Support is offered to the bilingual learner.

When a child comes into the setting and there are already significant delays in the development of speech, language and communication (as noted by parent/carers, health visitor, GP etc) or where the child does not appear to be making progress (as noted by staff and parent/carers) the setting will consult with other professionals such as speech therapists, educational psychologists, Early Years Special Educational Needs and Disabilities (SEND) Advisory Teacher (Erna Synman 03003006837 – 07342091584), in order to ensure the child receives the support that he/she needs.

Speaking

One to one discussions

Group discussions

Role play

Singing nursery rhymes as a group

Encourage children to tell stories and make up stories based on pictures

Story telling followed by discussions about the story

Circle time

Reading

Matching and sorting resources, toys and games

Sequencing activities

Labelling of children's work with the children's names

Reading stories to individual children, look at books and follow story through the pages of a book – pointing to pictures (words as they are read if appropriate)

Tell stories in groups, following the story through the pages of a large book, pointing to the words as they are read if appropriate.

Visual displays, visual routines, label resources toys and games

Book corner for free access to use books

Games matching sounds to letter symbols

Displays of items starting with a particular letter

Magnetic and threading letters

Name cards

Dinner named mats

Listening

Story telling to individuals
Story telling to groups
Sound lotto games
Giving children clear simple instructions to follow
Group time
Registration time

Writing

Sorting and matching games
Sequencing activities
Free play with paper and writing equipment
Writing area
Mark making
Modelling with malleable materials
Colouring
Tracing activities
Copying lines, shapes and letters
Dot to dot activities

Planning, recording and assessment

Planning occurs on a weekly basis and is adapted to follow a child's interests on a daily basis when required. The topic/theme planning are carried out on Planning Sheets that identify each of the areas of learning in the Early Years Foundation Stage Document. This ensures that speech, language and communication are considered whenever a theme/topic/activity is planned.

Planning also occurs on a weekly or daily basis whereby staff select specific language activities for the children to access. Staff observe the children and take observations so that they are able to record progress in the children's tracking/progress reports.

Assessment is carried out through a mixture of informal observation, interaction with the child and the use of the information on the record sheets and discussion during the regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parent/carers, pre-school staff and other professionals as appropriate

This policy was adopted by

Owlets Pre-School

Date

July 2020

Date to be reviewed

July 2021

Name of signatory

Donna Lawton

Role of signatory

Chairperson

Signed on behalf of the Management Committee


