**Intent:**

At Hindley Nursery School, we intend to:

* **Immerse children in a language rich environment to develop listening and attention, vocabulary, language comprehension and a love of reading and writing.**
* **Promote and facilitate progression and application of both skills and knowledge through a curriculum that is based on familiar stories, tales, rhymes, songs and well known story characters.**
* **When the child is at the right stage in their development, continue to develop early reading and writing skills with the use of a systematic phonics approach, building knowledge of phonemes and graphemes and begin developing oral blending and segmenting.**

**Early Development**

At Hindley Nursery School, it is recognised that Reading and Writing float on a sea of talk. We want to close the word gap for our children by immersing them in a language rich environment where the opportunity to speak and share ideas is at the heart of the provision. Every interaction counts and staff use these moments to support children’s communication, vocabulary and language comprehension.

Clever conversations use the ELKLAN and Keys to Communication strategies to ensure that practitioners follow the child’s lead, do not ask unnecessary questions, use open ended questions when appropriate and expand on children’s vocabulary.

* Elklan
* Toddler Talk
* Keys to Communication

See Documents for more information

**Phonics**

When children are at the right stage in their development the DFES Letters and Sounds programme is followed to ensure consistency across the school. We ensure a focus on Phase 1 which concentrates on developing children’s speaking and listening skills and beginning to develop oral blending and segmenting skills. Early focus on developing listening skills, tuning in and rhythm is extremely relevant due to the low starting point for many of our children.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Teaching early skills in phonics is essential for all aspects of everyday life, including independent learning, collaboration and holistic development. Teaching, fostering and nurturing these skills and confidence will enable our children to develop these skills for life.

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| **PHASE 1** |
| **General Sound Discrimination** | **The Strands** |
| **Aspect 1** | **Environmental sounds** | * **Tuning into sounds (auditory discrimination)**
* **Listening & remembering sounds (auditory memory & sequencing)**
* **Talking about sounds (developing vocabulary & language comprehension)**
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| **Aspect 2** | **Instrumental sounds** |
| **Aspect 3** | **Body percussion** |
| **Phonological Awareness** |
| **Aspect 4** | **Rhythm & Rhyme** |
| **Aspect 5** | **Alliteration** |
| **Aspect 6** | **Voice Sounds** |
| **Aspect 7** | **Oral Blending & Segmenting** |

***The aim is to embed the Phase One adult-led activities in a language-rich provision that serves the best interests of the children by fully recognising their propensity for play and its importance in their development. (Letters and Sounds Document 2007)***

***This document outlines opportunities and activities that promote progression as activities are carefully planned to ensure children use the skills they have previously learned and to develop new skills.***

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| **COMMUNICATION AND LANGUAGE – Our sequence of learning**  |
|  | **LISTENING AND ATTENTION** | **UNDERSTANDING** | **SPEAKING** |
| **Two year old end point** | * I can listen to my key person when I am interested
* I have fleeting attention
* I can listen to short stories and songs / rhymes which are active and visual
* I can wait for a short period when supported with a visual cue.
 | * I can respond appropriately to a prompt, e.g. ready steady go
* I understand and can follow a simple story with pictures or visual prompts.
* I can follow a simple instruction.
 | * I will use simple words to talk and comment about things that interest me.
* I will ask simple questions e.g. what’s that’
* My words are getting clearer and understood by adults
* I am beginning to put two and three words together.
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| **Rising three end point** | * I can listen one to one or in a small group when the conversation interests me.
 | * I can follow up to a three step information carrying words.
* I understand simple concepts such as ‘hot’ ‘cold’
* I can talk about what has happened in a story.
 | * I am able to use simple sentences to talk about things that I am interested in.
* I will ask more questions such as ‘who’ and ‘where’.
* I participate in conversations with others using simple sentences
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| **Pre-school end point** | * I have longer conversations that last three or four turns, listening with interest and responding appropriately with my peers and familiar adults.
 | * I am able to understand a simple story without pictures.
* I can listen carefully when I need to.
* I respond to others and their ideas expressed in key group and free play.
* I give explanations when answering ‘who’ ‘when’ and ‘where’ questions.
 | * I will offer my own ideas when in my own key group or playing with my friends
* I am able to use complex sentences when talking about things that fascinate me.
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|  | **READING** | **WRITING** |
| **Two year old end point** | * I know and enjoy singing at least six nursery rhymes
* I enjoy looking at books with encouragement from my key worker.
* I enjoy a story with my small group
 | * I enjoy the sensation of making uncontrolled marks using a range of tools and materials.
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| **Rising three end point** | * I choose to look at books which appeal to my interests independently.
* I join in with singing and group story time.
* I pay attention and I remember key parts from a story and join in with repeated refrains showing clear enjoyment.
* I am beginning to make comments or ask questions about my favourite books.
 | * I can make more controlled and detailed marks such as circles and lines with encouragement from an adult.
* I can tell an adult what my marks mean.
* I have an awareness when adults are ‘writing’ and when I am making marks for my ‘writing’
 |
| **Pre-school end point** | * I am aware that letters have sounds and am confident with the phonemes ‘s, a, t, p, l, n’
* I recognise some letters from my name.
* I can blend and segment orally.
* I readily join in with poems and rhymes showing an awareness of rhythm and rhyme.
* I seek out a range of books independently and for enjoyment.
* I understand how a book works and I understand where the words are in a book and know they move from left to right.
* I have extended conversation about my favourite stories and use vocabulary that is linked to the story.
 | * I enjoy mark making for a purpose, such as writing a shopping list or drawing a picture.
* I can copy some letters or write some letters from my name
* My marks carry a meaning which is clear to me and is often very detailed.
* I am beginning to use some of my phonological knowledge in my early writing.
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