

Educational Programme for CAL

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.

Useful documents and websites:

Abecadarian <https://abc.fpg.unc.edu/abecedarian-project>

This is an interactive programme between home and school. Families are asked to engage with the programme which promotes language, positive interaction, reading and play. It is a research validated program from Australia which aims to ensure that previously vulnerable children will succeed and thrive in school. It has 3 elements: Language priority, conversational reading and Enriched caregiving - the 3N strategy - notice, nudge, narrate. We use this model as we have conversations with children and share strategies with families.

Fantastic Foundations - Jane Considine <https://www.janeconsidine.com> *see additional information and progression chart below*

Tales Toolkit <https://tales toolkit.com> *see additional information*

Helicopter stories <https://helicopterstories.co.uk>

Discover Children's story centre <https://discover.org.uk>

Development Matters

0-3 years

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods
- Watch someone's face as they talk Copy what adults do, taking 'turns' in conversations (through babbling) and activities
- Try to copy adult speech and lip movements
- Enjoy singing, music and toys that make sounds
- Recognise and are calmed by a familiar and friendly voice
- Listen and respond to a simple instruction
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy,

At RAPS we ...

Have a weekly rhyme in N and R so chn can build up a repertoire of rhymes

Have a collection of core books so chn can become familiar with new vocabulary, patterns and rhyme within text, phrases and interactions between characters.

They can then use these in their own role and small world play

Fantastic Foundations (see Literacy) ensures that new vocabulary is introduced to chn and they are given opportunities to use it in the writing and story telling

Helicopter stories - chn tell their own stories that are recorded by an adult.

Across the curriculum we...

Ensure the topic related vocabulary is introduced, modelled and used, eg. Naming parts of a plant.

PD - playing games where chn have to listen to instructions so they can join in the game

During child initiated play adults can play back language correct structures, eg. How brilliant, you ran really quickly.

Adults can also encourage chn to expand their sentences by playing back their sentence and adding more detail, eg. I played outside could be 'You played catch in the

Chn working at this level are likely to:

0-3 years

Chn are starting to pay attention to speech sounds and respond. They are beginning to respond to instructions and try to get attention in different ways. Chn are babbling, using different sounds and are trying to make themselves understood. Some speech sounds are made, some words used, simple questions may be understood.

<p>making gurgling sounds, laughing, cooing or babbling)</p> <ul style="list-style-type: none"> - Babble, using sounds like 'ba-ba', 'mamama' - Use gestures like waving and pointing to communicate - Reach or point to something they want while making sounds - Copy your gestures and words - Constantly babble and use single words during play - Use intonation, pitch and changing volume when 'talking' - Understand single words in context - 'cup', 'milk', 'daddy' - Understand frequently used words such as 'all gone', 'no' and 'bye-bye' - Understand simple instructions like "give to mummy" or "stop" - Recognise and point to objects if asked about them - Generally focus on an activity of their own choice and find it difficult to be directed by an adult - Listen to other people's talk with interest, but can easily be distracted by other things - Make themselves understood and can become frustrated when they cannot - Start to say how they are feeling, using words as well as actions <p>Start to develop conversation, often jumping from topic to topic</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>Use the speech sounds p, b, m, w</p> <p>Are usually still learning to pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j <p>- multi-syllabic words such as 'banana' and 'computer'</p> <ul style="list-style-type: none"> - Listen to simple stories and understand what is happening, with the help of the picture 	<p>They then choose peers to be each character in their story. They direct them, explaining how they would like them to talk, move, change their facial expressions, interact with other characters.</p> <p>Use Tales Toolkit to show chn the structure of a story. They can rehearse their story using props.</p> <p><i>NB With both Helicopter Stories and TT chn hear their story being read back to them as they tell it. They can then review their ideas</i></p> <p>Invite parents in to share books with their chn. Individual invitations are given if parents are not participating</p> <p>Chn participate in activities which use develop auditory memory and sequencing which is vital for following instructions, recalling story and songs</p> <p>Adults model daily interaction to chn, staff and parents</p> <p>Chn and families are asked for a book recommendation ie their favourite family book. We then stock this book in our class library. It is labelled so other readers know who has recommended the book</p>	<p>garden with your friends in the <i>glorious, bright</i> sunshine'</p> <p>Books (fiction and non-fiction) are placed with small world and other areas of continuous provision. These reflect our school community. Adults will share information and language with children as they play alongside them</p>	
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<ul style="list-style-type: none"> - Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. - Understand and act on longer sentences like 'make teddy jump' or 'find your coat' - Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') 			
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Observational Checkpoints

Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?
 Around 12 months, does the baby 'take turns' by babbling and using single words? Does the baby point to things and use gestures to show things to adults and share interests?
 Around 18 months, is the toddler listening and responding to a simple instruction like: "Adam, put on your shoes?"
 Is the baby using speech sounds (babbling) to communicate with adults?
 Around 12 months, is the baby beginning to use single words like mummum, dada, tete (teddy)?
 Around 15 months, can the baby say around 10 words (they may not all be clear)?
 Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?
 Around 12 months, can the baby choose between 2 objects: "Do you want the ball or the car?"
 Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as "give me" or "shoes on"?
 By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?
 By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up".

INTERVENTION

Chn who are not making expected progress with speech or who are struggling to make expected speech sounds will be referred to the S&L therapist.
 Intervention groups take place for chn to practice language structures and develop auditory memory and sequencing skills through games and activities.

<p><u>3-4 years</u></p> <ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens - Can find it difficult to pay attention to more than one thing at a time - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Can the child answer simple 'why' questions? - Use a wider range of vocabulary - Sing a large repertoire of songs - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. 	<p><u>See 'At RAPS we ...'</u></p>	<p><u>Chn working at this level are likely to:</u> Be developing longer concentration in conversation and story and will ask questions. Vocab is expanding, sentences may be longer and <u>chn</u> may present their opinions. Some <u>chn</u> may still struggle to make some sounds</p>
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- May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Observational Checkpoints

Around the age of 2, can the child understand many more words than they can say - between 200-500 words?

Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"

Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"?

Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".

Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?

Can the child answer simple 'why' questions?

INTERVENTION

chn who are not making expected progress with speech or who are struggling to make expected speech sounds will be referred to the S&L therapist.

Speech programmes are put in place.

Intervention groups take place for chn to practice language structures and develop auditory memory and sequencing skills through games and activities.

RECEPTION

See 'At RAPS we ...'

Chn working at this level are likely to:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen
- Develop social phrases.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Use new vocabulary in different contexts

Chn understand the importance of listening and as a result engage in story time, learn new vocab, songs and facts. They ask questions to further their knowledge and are beginning to link ideas. Chn can re-tell stories in their own words and recall events with detail

See 'At RAPS we ...'

LA&U ELG

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.