

Once Upon A Time Nursery
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Language and Communication Policy

At **Once Upon a Time Nursery** we build on children's earliest language that is acquired in the home and endeavour to extend the children's range of language experiences.

We provide a language rich environment and language experiences are structured to include the inter-related areas of Listening, Talking, Early Reading and Early Writing.

We do this by:

- Providing an attractive book corner with books that change regularly. Staff encourage children to use and care for books appropriately. Children are encouraged to use books to find information to extend learning experiences.
- Using daily story time to encourage the children to listen and respond to stories, poems, songs, music and rhymes. Staff are enthusiastic about the material they read to children and try to encourage a love of books in the children. The language and layout of books is discussed.
- Engaging children in conversations and discussions in a variety of 1:1, small group and large group contexts, encouraging them to express their feelings and thinking. Children are also encouraged to ask questions.
- Organising activities which require children to listen to information or instructions e.g. circle time, craft, cooking, etc. Listening is further developed through the use of listening centres and playing listening games e.g. lotto.
- Providing a writing area with a variety of tools and writing materials. Children's drawings and written marks are discussed and valued. Staff scribe children's plans and their pictures when appropriate. Children are encouraged to "write" and mark make.
- Making links between the written word and the spoken word e.g. at story time, at the writing table, using recipes, on displays, supported by 'talking tins' etc.
- Raising awareness of letters, sounds and words through the use of name cards, bus letter names and other print, including captions, in the nursery and in the community.
- Providing opportunities for children to practise these skills in their free play.

At all times staff are sensitive to the needs of individual children and recognise that young children vary greatly in their language abilities and each develop at their own individual pace. When our observations highlight that appropriate additional support may be required parental agreement is sought before consultations are carried out with the Speech and Language Therapist. The Support for Learning Teacher may also be consulted to help to identify ways that staff may support the child.