

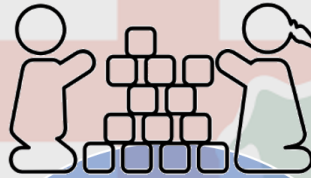
Developing Communication & Language at St George's



Words,
words,
words



Write,
write,
write



Chatty
provision



Chatty
adults



Song &
rhyme

INDOOR Provision

Vocabulary Development	
Strategies	Rationale
Key vocabulary displayed in zones	As adult prompts for vocab to be modelled in zones.
Story/rhymes/singing times embedded across the school day	Teaching, extending, consolidating vocabulary.
Structured story times, with a specific vocabulary focus	To extend vocabulary using context during carpet time
Use of appropriately themed books in zones e.g. transport books with cars/train track	To extend vocabulary using context - whilst accessing provision
Role play areas	Introducing and developing new vocab in context and allowing consolidation
Language Development	
Strategies	Rationale
Role play areas	Promoting back and forth interactions Develop narrative play
Adult scaffolded 2-way conversations	To provide high quality back and forth interactions - forming foundations for language and cognitive development To develop understanding of conversational skills
Sand/malleable areas/construction – open ended play/collaborative language	To extend conversational skills, vocab, sentence structures and language for thinking (shared sustained thinking).
Modelling in a range of contexts – adult-directed and child-initiated activities	
Story/rhymes/singing times embedded across the school day	To allow adult questioning and modelling of grammar. To develop children's questioning skills and sequencing of narratives. To promote 2-way conversations.
Writing Opportunities	
Strategies	Rationale
Fine motor/malleable zones with range of equipment	To develop finger strength and hand-eye co-ordination
Writing for purposes/themed writing scaffolds e.g. shopping lists in home corner	To provide impetus for child-initiated mark-making/writing
Adult focus writing activities – whole class/group/1:1	To provide explicit instruction in composition and transcription - developing letter formation, use of sound/letter correspondence in writing, use of high frequency and common exception word spellings, awareness of grammatical structures and lay-out.

OUTDOOR Provision

Vocabulary Development	
Current Strategies	Rationale
Key vocab displayed	As adult prompts for vocab to be modelled in zones
Story Chair Time	To extend vocabulary using context during 'story chair' time
Story/rhyme/singing time	Teaching/extending/consolidating vocabulary
Role play areas	Introducing and developing new vocab in context and allowing consolidation
Newly Implemented Strategies	Rationale
Use of appropriately themed books in zones e.g. transport books with cars/train track to	To extend vocabulary using context
Visual aids for stories/songs/rhymes -stage area	To prompt vocab recall
Enhanced weekly adult focus C+L activity	To increase opportunities for embedding new vocabulary
Support staff CPD – C+L	To ensure time-tabled time for C+L training for new staff and refresher for existing
Language development	
Current Strategies	Rationale
Role play areas	Promote back and forth interactions Develop narrative play
Stage area e.g. singing/acting	Sequencing of narratives
Story and singing times - 'story-chair'	To allow adult questioning and modelling of grammar. To develop children's questioning skills and sequencing of narratives. To promote 2-way conversations.
Sand/malleable areas / construction - open ended play with adult interaction	To extend conversational skills, vocab, sentence structures and language for thinking (shared sustained thinking).
Adult scaffolded 2 way conversations	To provide high quality back and forth interactions - forming foundations for language and cognitive development To develop understanding of conversational skills
New Strategies	Rationale
Enhance visual aids for stories/songs/rhymes -stage area	Physical prompts to - underpin story narratives, to assist in sequencing narratives, to prompt vocab recall
Key texts with repetitive story language for role play in stage area and other appropriate e.g three little pigs	Physical prompts to - underpin story narratives and to assist in sequencing narratives.
Enhance weekly adult focus C+L activity	To enhance opportunities for back-and forth interactions and to promote language for thinking (shared sustained thinking)
C+ L CPD for support staff	
Writing	
Current Strategies	Rationale

Gross motor – pre-writing stages e.g large chalks, water and brushes, large paper, streamers	To develop gross motor skills leading to improved fine motor skills
Writing for purposes/themed writing scaffolds e.g. shopping lists in home corner	To provide impetus for child-initiated mark-making/writing
Clipboards in each zone to encourage mark making/name writing	To provide impetus for child –initiated mark-making/writing
Graphics table	To ensure range of writing/mark-making are easily accessible and organised in an easily located location
New Strategies	Rationale
Graphics table supplemented by new graphics cupboard	To ensure a wider range of gross motor/fine motor/mark-making/writing equipment are easily accessible and organised in an easily located location

References

Communication and Language

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Writing

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