Intent	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 with extensive opportunities to use and embed new words in arrange of contexts, will give children the opportunity to thrive. Through conversations, storytelling 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.		
Key Vocab	Communication, language, talking, gesture, introduction to Makaton with the sign of the week, use your words, use your signs, show me, practice, listen, instruction, songs, rhymes, words, story, play, take turns, share *(Please also see our language rich Whitecross words.)*		
Implementation Communication and language is developed throughout the year through:- • High quality interaction's • Quality Text both fiction and non-fiction • Group discussions • Sharing circles • Stories • Singing • Speech and language interventions • Makaton sign of the week • Nursery rhyme of the week • Role play • Snack time • Dinner time Daily story times using high quality texts	Welcome to Whitecross Parents welcomed to stay and settle their children Settling in activities Explore the caterpillars environment, getting used to their surroundings Develop relationships with the adults and begin to build relationships with other children. Model talk routines for example, welcoming the children to nursery with a Good Morning, Good afternoon. Children to express their needs by reaching or point I am beginning to listening to stories I am beginning to copy gestures and words I am Beginning to use single words during play I am beginning to understand simple instructions I am beginning to understand frequently used words such 'all gone', 'no'	Introduce new vocabulary each week Children continue to build relationships with familiar adults Children begin to develop friendships with their peers I can copy gestures and words to express myself I can use single words during play I can understand simple instructions, like 'bring your' plate', get your coat I am beginning to recognise and point to objects if asked about them I am beginning to focus on an activity of my own choice I am beginning to listen to peoples talk with interest I am beginning to say how I feel by using words and actions I am beginning to listen to simple stories with support from adults I am beginning to understand simple questions, who, what, where	Introduce new vocabulary each week I have built positive attachments with familiar adults and feel confident in their presence Children continue to build friendships with their peers through talk and gestures I can make myself understood but sometimes I may be a little frustrated if I am not understood. I am starting to develop conversations I can identify familiar objects with confidence I can understand and act on longer sentences for example, find your wellies I can understand simple questions who, what, where I can listen to longer stories I am beginning to talk about familiar events e.g. birthday presents.