

Communication and Language

Curriculum Overview for Birth 2 Year Olds

EYFS Educational Programme:

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 opportunity to thrive. Through conversation, 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.

Intent Statement:

At The Nest (Sir James Knott Nursery School 0-2 provision), our intent for Communication and Language development for our youngest children is to:

 **Build secure and responsive relationships as the foundation for communication:** We aim to develop strong, nurturing bonds between babies and key adults, where children feel heard, valued, and emotionally secure. These early relationships are essential for the development of language and communication.

 **Encourage early interaction through sounds, gestures, and facial expressions:** We provide a rich environment where non-verbal communication is celebrated and supported, recognising that communication begins well before children speak words.

 **Create a communication-rich environment full of sounds, songs, and meaningful language:** Our spaces are filled with familiar voices, nursery rhymes, stories, and play-based conversations that build language naturally and responsively throughout the day.

 **Promote turn-taking, joint attention and back-and-forth interactions:** We focus on the fundamentals of communication by encouraging early conversations, responding sensitively to cues, and developing shared attention and enjoyment.

 **Respect and respond to each child's unique communication journey:** We value every child's individual pace of development, including children learning more than one language or those with emerging SEND. Communication is supported through gestures, signs, visuals, and consistent adult interaction.

We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

Knowledge		
Listening and Attention I know....	Understanding I know....	Speaking I know....
<ul style="list-style-type: none"> • how to turn my head when I hear a sound I know. • where sounds are coming from and I try to find them. • when someone wants to play- I smile, look, and move to join in. • how to watch someone talking, but I might stop if they look away. • the sounds and words I hear a lot, like songs and finger plays. • how to listen for a little while, but new things grab all my attention. 	<ul style="list-style-type: none"> • my name- I turn my head when I hear it. • when someone is talking to me. • what familiar words mean, like “bye-bye” or “milk”. • what people mean when they use gestures, like waving or pointing. • how to understand sounds and actions that happen a lot. 	<ul style="list-style-type: none"> • how to show what I need or feel by crying, babbling, squealing, or making sounds. • how to lift my arms when I want someone to pick me up. • how to make sounds like “baba,” “nono,” and “gogo” to talk to grown-ups. • how to use my voice to get attention and say how I feel. • how to point at things I want or things I like. • how to look at special people.
Skills		
<ul style="list-style-type: none"> • I am learning to listen. • I am learning to look around me and watch others. • I am learning new songs and rhymes. • I am learning to listen to new things. 	<ul style="list-style-type: none"> • I am learning to turn my head. • I am learning to notice special people. • I am learning to listen to special people. • I am learning new words. • I am learning to listen to sounds and know what they mean. 	<ul style="list-style-type: none"> • I am learning to show how I feel by crying, babbling, squealing, or making sounds. • I am learning to lift my arms when I want someone to pick me up. • I am learning to make sounds like “baba,” “nono,” and “gogo” to talk to special people. • I am learning to use my voice to let people know what I need. • I am learning to point and look at things I like and want.

Implementation Statement:

At The Nest, our 0-2 provision at Sir James Knott Nursery School, we implement high-quality Communication and Language provision for our youngest children through the following strategies:

Responsive, Attuned Interactions

- Practitioners are highly responsive to babies and toddlers cues, using eye contact, facial expressions, tone of voice, and gestures to model communication from the earliest months.
- Adults consistently respond to vocalisations, babble, and gestures to reinforce the idea that communication is meaningful.

Language-Rich Environments

- We immerse children in environments filled with songs, rhymes, storytelling, and conversation throughout the day.
- Adults use clear, simple language and repeat key vocabulary during play, routines, and interactions.

Back-and-Forth Interactions

- Staff engage in serve-and-return exchanges, narrating play, commenting on children's actions, and allowing time for responses.
- Adults pause after speaking to give babies and toddlers time to process and respond in their own way.

Use of Non-Verbal Communication Tools

- Makaton, gestures, facial expressions, and visuals are consistently used to support understanding and to give children alternative ways to communicate.
- Practitioners model and reinforce these tools during daily routines and interactions.

Individualised Support and Observational Practice

- Practitioners observe communication development closely, identifying children who may need additional support and tailoring their approaches accordingly.
- Key workers build strong bonds to support consistent communication modelling and emotional security.

 **Overall Implementation:** At The Nest, our 0-2 provision at Sir James Knott Nursery School, Communication and Language is delivered through a nurturing, attachment-based approach. Practitioners prioritise secure key person relationships, co-regulation strategies, and communication-rich interactions. Environments are calm, predictable, and inclusive, with sensory resources, songs, and routines embedded throughout the day. Families are valued as partners, ensuring consistency between home and Nursery.

<p>First milestone:  Reacts to sounds and voices</p> <p>The child shows awareness and interest in familiar voices, changes in tone, and environmental sounds.</p>	<ul style="list-style-type: none"> • Use warm, expressive voices during care routines. • Sing soothing lullabies and speak face-to-face to build familiarity. • Respond to the child turning their head or widening their eyes with praise and repetition.
<p>Second milestone:  Communicates through crying, cooing, babbling, and gestures</p> <p>The child uses early forms of communication such as crying, eye contact, smiling, and babbling to express needs and connect with adults.</p>	<ul style="list-style-type: none"> • Respond promptly and sensitively to all communication attempts. • Mirror facial expressions and vocalisations to model turn-taking. • Use calming tones, consistent gestures (e.g. waving, pointing), and signs to support understanding.
<p>Third milestone:  Begins to understand familiar words and routines</p> <p>The child shows understanding of frequently used words (e.g. “milk”, “nappy”, “bye-bye”) and simple routines.</p>	<ul style="list-style-type: none"> • Use consistent language in daily routines and name objects clearly. • Pair words with gestures or objects (e.g. showing a spoon when saying “lunchtime”). • Offer choices using visual prompts: “Do you want your ball or your book?”.
<p>Fourth milestone:  Uses sounds or simple words to express wants or label objects</p> <p>The child begins to use a small range of sounds or single words meaningfully (e.g. “mama”, “up”, “uh-oh”).</p>	<ul style="list-style-type: none"> • Narrate the child’s play and routines to model key vocabulary. • Celebrate all verbal attempts and repeat words clearly in context. • Use everyday moments to build language (e.g. snack time, nappy changing).
<p>Final milestone:  Engages in simple back-and-forth interactions</p> <p>The child starts to engage in brief turn-taking communication using eye contact, sounds, gestures, or early words.</p>	<ul style="list-style-type: none"> • Pause after speaking to give the child time to respond. • Play games like peek-a-boo or rolling a ball to encourage turn-taking. • Follow the child’s lead and interests to keep interactions responsive and joyful.
<p>Vocabulary: mammy, daddy, drink, snack, up, no, boo, bye-bye, nappy, wee, poo. go , yes</p>	

Impact Statement:

Unique Child

By the end of The Nest I can...

- Use my own sounds, gestures, and first words to make myself understood in a way that feels natural to me.
- Communicate in my home language or in other ways that reflect who I am.
- Show confidence to express my needs, likes and dislikes, because I know adults listen and respond.

Positive Relationships

By the end of The Nest I can...

- Take turns in simple conversations with people I trust.
- Share smiles, babble, and gestures in back-and-forth chats with my key person.
- Feel secure and heard because the adults around me respond warmly to everything I say or do.

Enabling Environments

By the end of The Nest I can...

- Explore a space filled with sounds, stories, songs, and conversations.
- Hear and copy words during play, nappy changes, feeding times and cuddles.
- Join in with rhymes, songs and simple story times in a cosy and language-rich setting.

Learning and Development

By the end of The Nest I can...

- Show I understand simple words and instructions by pointing, moving, or responding with sounds or actions.
- Use my voice and body to take part in everyday routines and early conversations.
- Build the foundations for lifelong communication through my growing curiosity and confidence to connect with others.

 **Overall Impact:** By the end of The Nest, babies and toddlers demonstrate strong attachments, confidence to explore, and early communication skills. They can express emotions with support, show growing independence in routines, and engage positively with others. Children leave this phase with secure emotional foundations and the curiosity to build on their learning journey.

Communication and Language

Curriculum Overview for 2 Year Olds

EYFS Educational Programme:

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 opportunity to thrive. Through conversation, 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.

Intent Statement:

At Sir James Knott Nursery School, our intent for Communication and Language development in our 2-year-old provision is to:

-  **Develop strong foundations in listening and attention:** We aim to create an environment where children learn to tune into voices, sounds, and words, developing the ability to focus their attention and respond to interactions with interest.
-  **Encourage expressive communication in all its forms:** We support children to express themselves through words, gestures, sounds, and signs. We recognise that communication looks different for every child, and we value all attempts to share ideas and feelings.
-  **Promote responsive and reciprocal interaction:** We foster meaningful back-and-forth exchanges, where adults actively listen, wait, and respond to children's cues. This builds conversational turn-taking and lays the foundation for social communication.
-  **Support early vocabulary and language development:** We provide a language-rich environment where children hear a broad range of vocabulary through stories, songs, routines, and play. We aim to build children's language step by step through repetition, modelling, and responsive talk.
-  **Ensure inclusive and individualised communication support:** We are committed to supporting every child's communication journey, including those with speech and language delay, EAL, or emerging SEND. Practitioners adapt their interactions to meet each child's needs and work closely with families and specialist.

We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

Knowledge		
Listening and Attention I know....	Understanding I know....	Speaking I know....
<ul style="list-style-type: none"> • what my favourite stories are. • the actions to my favourite nursery rhymes. • the words to my favourite rhymes and songs. • the words in my favourite stories. • the jobs I like to do. 	<ul style="list-style-type: none"> • what happens next in Nursery. • how to join in with activities. • the names of my toys and where to find them. • how to find my toys using their names. • what I am being asked to do. • how to join in with activities. • the names of my toys and where to find them. 	<ul style="list-style-type: none"> • how to repeat what adults say. • how to use everyday words. • how to use 2 words when I want something. • how to ask simple questions. • how to talk about my home/family. • how to talk about the things I want. • how to show what I want with actions. • to show what I want using words.
Skills		
<ul style="list-style-type: none"> • I am learning to understand the words in the stories and rhymes I like. • I am learning to recognise key words/phrases in stories. • I am learning to concentrate on the things I like. • I am learning to listen to my special adult. 	<ul style="list-style-type: none"> • I am learning the nursery rules. • I am learning when things happen in my day. • I am learning to follow instructions in Nursery. • I am learning how to play with friends. • I am learning how to play with different toys. 	<ul style="list-style-type: none"> • I am learning to use different words to help me in my play. • I am learning to use words to ask for what I want. • I am learning to make simple choices. • I am learning new words to talk about my family and friends.

Implementation Statement:

At Sir James Knott Nursery School, we implement high-quality Communication and Language provision for 2-year-olds through the following strategies:

Language-Rich Environment

- We provide a setting where children are surrounded by meaningful, rich language through stories, songs, rhymes, and conversation throughout the day.
- Practitioners use simple, clear language to model vocabulary and sentence structure, repeating key words naturally in context.

Attuned and Responsive Interactions

- Staff are trained to notice and respond to children's communication cues- verbal or non-verbal- and engage in sustained shared thinking.
- We use strategies such as "commenting not questioning", pausing, and following the child's lead to extend conversations and promote turn-taking.

Modelling and Repetition of Key Vocabulary

- Key vocabulary is introduced and reinforced across routines, play, and stories.
- Practitioners consistently label actions, emotions, and objects to support children's understanding and expression.
- Visuals, gestures, and Makaton signing are used alongside speech to scaffold comprehension.

Opportunities for Listening and Attention

- Listening is promoted through short, engaging group times, songs, and sound games tailored to two-year-olds' attention spans.
- Staff model active listening and gently guide children to focus attention during play and social routines.

Individualised Support and Early Identification

- Practitioners observe and assess children's communication regularly using tools such as WellComm or ECAT, identifying those who need additional support.
- Individual plans and targeted interventions are developed in collaboration with families and, where appropriate, speech and language therapists.
- Children learning English as an Additional Language are supported through visual aids, repetition, and home language integration.

 **Overall Implementation:** Provision for two-year-olds balances emotional security with increasing independence. Practitioners embed emotion coaching, social interaction, and vocabulary-building into daily routines, play, and group times. Key persons provide sensitive support, while environments are structured to promote choice, turn-taking, and inclusion. Close observation ensures strategies are personalised, including early intervention where SEND or communication needs are identified.

<p>First milestone:  Uses single words and begins to form short phrases</p> <p>The child uses a growing number of single words and starts combining 2–3 words to express thoughts, wants, or ideas (e.g. “more juice”, “mummy gone”).</p>	<ul style="list-style-type: none"> Model short phrases during play and routines, using repetition and emphasis. Extend the child’s speech (e.g. child says “car” – adult responds “Yes, red car!”). Celebrate all attempts at speech, including non-standard pronunciations.
<p>Second milestone:  Understands and responds to simple instructions and questions</p> <p>The child shows understanding of familiar phrases and responds to simple requests like “get your coat” or “where’s your cup?”.</p>	<ul style="list-style-type: none"> Use clear, consistent language during routines and transitions. Accompany instructions with gestures or visual prompts. Reinforce understanding through praise and repetition.
<p>Third milestone:  Listens with interest to stories, songs, and rhymes</p> <p>The child listens to and joins in with short stories, songs, and rhymes, showing engagement through gestures, words, or actions.</p>	<ul style="list-style-type: none"> Use interactive books, puppets, and props to bring stories to life. Repeat favourite songs and rhymes regularly to build familiarity and vocabulary. Encourage children to join in with repeated phrases or predict what comes next.
<p>Forth milestone:  Uses language to share feelings, needs, and ideas</p> <p>The child starts using language to express basic feelings (e.g. “I sad”), needs (e.g. “help me”), and interests (e.g. “me like car”).</p>	<ul style="list-style-type: none"> Model emotion words in real contexts (“You look cross – are you cross because it’s gone?”). Provide consistent opportunities for child-led play and adult conversation. Use mirrors, visuals, and picture books to explore feelings and preferences.
<p>Final milestone:  Engages in simple conversations with adults and peers</p> <p>The child takes turns in conversation, responds to questions, and begins to initiate interactions with adults or peers.</p>	<ul style="list-style-type: none"> Allow time and space for children to respond – pause meaningfully in interactions. Use open-ended questions (“What shall we do next?”) and comment more than question.

	<ul style="list-style-type: none">• Model conversational turn-taking during routines and small-group play.
Vocabulary: me, no, more, bye-bye, hello, hiya, all gone, want, oh dear, please (ta), thank you, juice, like, biscuit, not like, home, mammy, daddy, grandma, grandad, nana, play, toys, stories, books, dance, rhymes, sit, tidy up, toilet, dinner, tea time, lunch, choice, choose, (names of toys), listening ears, walking feet, kind hands/feet, quiet voices	

Impact Statement:

Listening and Attention

By the end of being two I can...

- Listen to familiar songs and stories and join in with actions or repeated phrases.
- Look towards sounds or people who are talking to me.
- Pay attention to something I enjoy for a short time, like a story or game.

Understanding

By the end of being two I can...

- Understand simple instructions like “get your shoes” or “sit down”.
- Respond to everyday questions like “where’s the ball?” or “who’s that?”.
- Follow short routines because I know what happens next.

Speaking and Expressing Myself

By the end of being two I can...

- Use a growing number of words to name people, objects, and actions.
- Put two or more words together like “mummy gone” or “more juice”.
- Try to tell you what I need, feel, or want, even if I don’t always get the words right.

Engaging in Conversation

By the end of being two I can...

- Take turns in a simple conversation, even if I only use a few words.
- Copy words or phrases I hear often.
- Use gestures, pointing, and facial expressions to help get my message across.

Feeling Understood and Included

By the end of being two I can...

- Show you that I understand, even if I don’t always use words.
- Feel proud when you listen and respond to me.
- Know that what I say or do matters to the people who care for me.

 **Overall Impact:** By the end of being two, children show confidence in their relationships, begin to regulate emotions with adult support, and demonstrate independence in self-care and play. They use language to express needs and ideas, engage in shared play, and show early empathy. Children are ready to move into the 3-4 provision with secure foundations in communication, independence, and social interaction.

Communication and Language

Curriculum Overview for 3 and 4 year olds

EYFS Educational Programme:

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 opportunity to thrive. Through conversation, 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.

Intent Statement:

At Sir James Knott Nursery School, our intent for Communication and Language Development in our 3–4-year-old provision is to:

 **Develop confident communicators:** We aim to nurture children who feel confident to express their ideas, thoughts, and feelings using a growing vocabulary and in increasingly complex sentences.

 **Foster active listening and attention:** We support children to listen with focus, respond appropriately, and take turns in conversations and group activities.

 **Support understanding of language in real contexts:** We enable children to comprehend and follow increasingly complex instructions, sequences, and ideas in conversation and storytelling.

 **Create a language-rich environment:** We provide a stimulating, vocabulary-rich setting where children are immersed in stories, rhymes, songs, and real conversations throughout the day.

 **Promote inclusive communication for all learners:** We recognise that every child is unique and ensure that communication development is supported for all children, including those with English as an Additional Language or emerging SEND.

We recognise that every child is unique and will develop at their own pace. Our practitioners are sensitive to developmental needs, including those related to communication, sensory regulation, and SEND, ensuring that all children feel respected and included.

Knowledge		
Listening and Attention I know....	Understanding I know.....	Speaking I know.....
<ul style="list-style-type: none"> • how to listen to my adults and friends in group times. • how to talk about familiar stories. • how to follow instructions. • how to show I am listening. 	<ul style="list-style-type: none"> • what objects are used for. • the words to show positional language. • to carry out instructions. • the meaning of the words why and how. 	<ul style="list-style-type: none"> • know how to use 'and' and 'because' in my sentences. • how to talk about something that has happened. • how to think about what might happen next. • how to use the play, playing, played in the right way. • how to use who, what, when and how to ask questions. • how to talk clearly to others. • to talk about the things that are special to me. • how to use new words to explain what I have been doing.
Skills		
<ul style="list-style-type: none"> • I am learning the carpet rules- good sitting, good looking, good listening. • I am learning the words of familiar stories. • I am learning to follow instructions. 	<ul style="list-style-type: none"> • I am learning how to use different objects. • I am learning to use the correct words to show where something is. • I am learning to listen and follow instructions. • I am learning to ask questions using the words how and why? 	<ul style="list-style-type: none"> • I am learning the meaning of 'and' and 'because' when talking. • I am learning to share my news with my friends. • I am learning to predict events. • I am learning to ask questions using the right words. • I am learning to use the correct words to say what is happening now, next and before. • I am learning to take turns in a conversation. • I am learning new words and can use them correctly.

Implementation Statement:

At Sir James Knott Nursery School, we implement high-quality communication and language provision for 3-4-year-olds through the following strategies:

Creating a Language-Rich Environment

- Children are immersed in an environment full of meaningful, high-quality language.
- Daily routines include storytelling, singing, rhyme, role-play, and open-ended conversation.
- Vocabulary is introduced and embedded through repetition, contextual learning, and play-based interaction.

Sustained Shared Thinking and Back-and-Forth Conversations

- Practitioners actively engage in conversations with children, listening attentively, asking thoughtful questions, and extending their ideas.
- Staff wait, pause, and respond in ways that encourage turn-taking and dialogue, promoting conversational confidence.

Support for Listening and Attention Skills

- Listening skills are nurtured through storytelling, small-group time, and guided activities with minimal distractions.
- Adults model active listening and help children focus using visual prompts, cues, and repetition.
- Listening games and interactive circle times develop attention control.

Tailored Support for Individual Needs

- Language development is closely monitored using formative observations and screening tools.
- Targeted support is delivered through small-group or 1:1 interventions, such as WellComm or narrative-based language activities.
- Children with EAL or emerging SEND are supported through visual aids, gestures, and home-language integration.

Embedding Communication Across the Curriculum

- Communication opportunities are intentionally planned within all areas of provision, including outdoor play, creative activities, and role-play.
- Adults narrate children's actions and scaffold thinking through open-ended questioning.

Peer interactions are encouraged and supported to develop confidence in speaking and listening.

 **Overall Implementation:** Provision for 3–4 year-olds emphasises independence, resilience, and collaborative learning. Practitioners use sustained shared thinking, language modelling, and emotion coaching to develop confidence, self-regulation, and problem-solving. Social interaction is embedded through group play, role play, and routines. Environments are inclusive, stimulating, and language-rich, ensuring every child has access to high-quality experiences tailored to their developmental stage.

<p>First milestone:  Uses longer sentences and connects ideas</p> <p>The child begins to speak in full sentences of 4–6 words or more and uses words such as and, because, or then to link thoughts and ideas.</p>	<ul style="list-style-type: none"> Model and extend children's speech (e.g. child: "I got a ball" → adult: "You've got a big red ball because you want to play"). Use open-ended questions to encourage extended thinking and speaking. Encourage storytelling and role-play with props to support narrative development.
<p>Second milestone:  Listens and responds in conversation and group activities</p> <p>The child listens to others with increasing attention, remembers key information, and responds appropriately in conversations or group discussions.</p>	<ul style="list-style-type: none"> Use small-group times to model turn-taking, question-and-answer formats, and active listening. Read stories with repeated refrains and ask children to predict or recall. Reinforce listening through games like "Simon Says" or sound bingo.
<p>Third milestone:  Understands and follows multi-step instructions</p> <p>The child is able to understand and act on two- or three-part instructions (e.g. "Go wash your hands, then choose a book").</p>	<ul style="list-style-type: none"> Give clear, age-appropriate instructions with visual or gestural cues. Break tasks down into steps and scaffold understanding through modelling. Praise successful following of instructions to reinforce comprehension.
<p>Forth milestone:  Enjoys and retells familiar stories or events</p> <p>The child joins in with repeated refrains and begins to retell key parts of familiar stories or personal experiences in their own words.</p>	<ul style="list-style-type: none"> Revisit favourite books, stories, and rhymes regularly. Use puppets, story stones, and sequencing cards to support retelling. Encourage children to talk about their day or experiences during key person time.

<p>Final milestone:  Expresses thoughts and feelings clearly to others</p> <p>The child uses language to explain ideas, make requests, negotiate, and express emotions confidently with peers and adults.</p>	<ul style="list-style-type: none"> Model language for problem-solving and emotional expression ("I feel sad because..."). Support peer conversations and mediate disagreements by giving children the language to express themselves. Create time for sharing news or special items during circle time to encourage expressive language.
<p>Vocabulary: how, what, why, who, and, because, now, next, later, after that, under, over, in, on, behind, instruction, question, explain, beside, where, listen, talk, sit, speak, look, share, special, take turns, conversation, play, playing, played, position, language, sentence, familiar, object, understand, words, sounds</p>	

Impact Statement:

Confident Communicator

By the end of being in Nursery I can...

- Share my thoughts, feelings, and ideas in full sentences, using words like *and* or *because* to explain.
- Ask and answer questions using *who*, *what*, *where*, *when*, *why*, *how*.
- Talk clearly with my friends and adults so that I can be understood.

Active Listener

By the end of being in Nursery I can...

- Listen carefully to stories, songs, and conversations and show I understand by joining in, recalling parts, or predicting what might happen next.
- Follow instructions with two or more steps.
- Take turns in conversation, waiting and responding at the right time.

Understanding Language in Context

By the end of being in Nursery I can...

- Understand the meaning of new words and use them in my play.
- Show I know how objects are used and follow routines because I understand what happens next.
- Understand questions that begin with *why* or *how* and respond appropriately.



Love of Stories and Language-Rich Experiences

By the end of being in Nursery I can...

- Enjoy familiar stories, rhymes, and songs and retell them in my own words.
- Use props and role-play to act out stories or experiences.
- Join in with repeated refrains and sequencing activities with growing confidence.



Inclusive Communication and Relationships

By the end of being in Nursery I can...

- Use language to play cooperatively, share, and take turns with my friends.
- Express my feelings, needs, and ideas respectfully and with increasing independence.
- Feel valued, heard, and included, knowing that my communication matters.

 **Overall Impact:** By the end of Nursery, children are confident, independent learners who can communicate effectively, regulate their emotions, and form positive relationships. They demonstrate resilience, empathy, and a sense of belonging. Children leave Sir James Knott Nursery School well-prepared for the transition into Reception and beyond, with the skills and dispositions to thrive in school and in life.