

Rachel Keeling Nursery School

The language project

At Rachel Keeling Nursery School children on the Special Educational Needs and/or Disability (SEND) register receive personalised learning. We have planned and focused provision for children with Speech, Language and Communication Needs (SLCN). Provision includes weekly language groups, language trips and support from a Speech and Language Therapist. To further enhance children's language a project was planned over a sustained period of time.

Based on research about early intervention, engagement, SLCN and the project approach by Lilian Katz a project was planned for six children with SLCN. The project was based on observations and interactions with children, information from Key workers, parents and children's data.

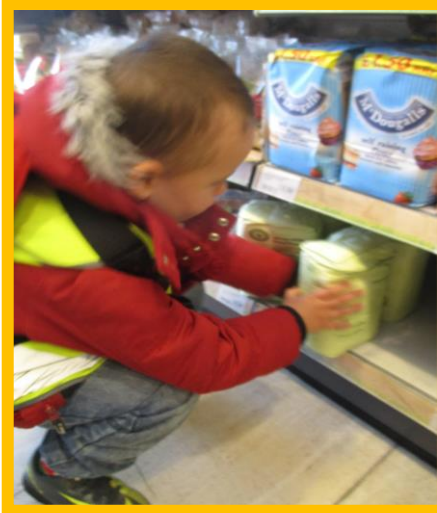
A sustained four week project based on a real and practical experience was planned for the children to research, bake and share their own bread.



Children bought bread from local shops and the local bakery, they then shared the bread at the snack table.



Children researched recipes for bread rolls using recipe books.



Children wrote shopping lists and used their shopping lists to buy the ingredients for their bread rolls.

Making the bread!

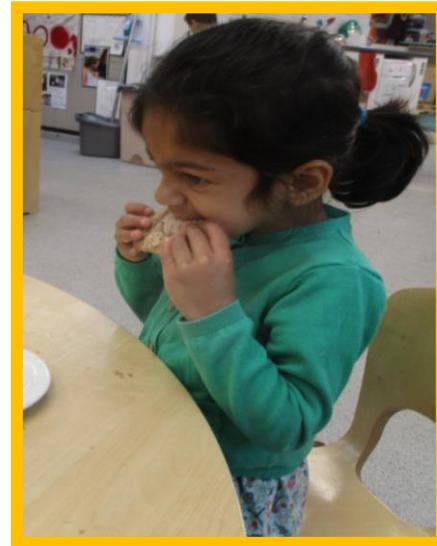


The children worked collaboratively in pairs. The children followed a visual recipe and together measured the ingredients to make their dough. Children used instructional language "hold the bowl please", "pour water". The children also developed their descriptive language "sticky on my hands", "roll it".





Sharing and tasting the home made bread rolls



The impact of the project on children's learning: The children developed high levels of engagement and well being, evident in the children's Leuven Scales levels. The children were engaged over time and had time and space to develop, revisit, reflect and reinforce new language and vocabulary. This was also evident in the children's data for Communication and Language.

Learning Outcomes:

- Children used language to communicate and interact with others
- Children developed their instructional, descriptive, expressive language and vocabulary
- Children were able to understand and follow simple instructions
- Children developed high levels of self esteem
- Children were motivated and persevered for sustained periods of time
- Children made links with personal experiences at home.