



Communication, Language & Literacy Policy

GENERAL

The Early Years Foundation Stage identifies 3 “Prime Areas” of learning, which are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

These are fundamental, work together and support development in all other areas.

The 4 “Specific Areas” include essential skills and knowledge. They grow out of the Prime Areas and provide important contexts for learning. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

WHY TEACH COMMUNICATION, LANGUAGE & LITERACY?

Communication, Language & Literacy is divided into two distinct areas of learning:

- Communication and Language, designated a “Prime Area”
- Literacy, designated a “Specific Area”

At Chichester Nursery School, Children & Family Centre we believe that Communication & Language is integral to everything children do and builds a foundation from which they can develop all other skills, including Literacy skills, which are also a fundamental aspect of the Early Years Curriculum. Working in partnership with parents and carers, we aim to help children develop key Communication and Literacy skills, enabling them to move into adult life equipped with the skills for day-to-day life, offering them enriched opportunities and enabling them to read, write, speak, listen and understand language for practical purposes. We also aim to help children to develop a love of written and spoken language, which will continue to develop as they grow into adulthood, providing a source of enrichment and enjoyment throughout their lives.

Communicating and being with others helps children to build social relationships which provide opportunities for friendship, empathy and sharing emotions. The ability to communicate helps children to participate more fully in society. We believe that children learn best through activities and experiences that engage all the senses. For example, music, dance, rhymes and songs play a key role in language development. As children develop speaking and listening skills they build the foundations for Literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need lots of opportunities to interact with others as they develop these skills, and to use a wide variety of resources for expressing their understanding, including mark making, drawing, modelling, reading and writing.

CURRICULUM CONTEXT

The teaching of Communication, Language & Literacy within the Nursery School, Children and Family Centre is based on the Early Years Foundation Stage curriculum. This embodies our long held and central philosophy that young children learn best when given the opportunity to be

independent and self-motivated learners, free to pursue interests, consolidate and extend learning over several days. Equal importance is placed on learning through planned adult-led activities and child initiated learning which arises from a rich, stimulating and easily accessible environment.

The Communication & Language Curriculum is delivered through the three learning strands of "Speaking", "Listening & Attention" and "Understanding". The Literacy Curriculum is divided into the dual strands of "Reading" and "Writing".

Through planned and spontaneous play opportunities children will have the opportunity to:

- Interact with others, listening and responding in conversation
- Listen to and use spoken and written language in their play and learning
- Explore and play with rhythm and rhyme
- Listen and respond to stories, songs and other music, rhymes and poems, retelling them and making up their own.
- Extend their vocabulary, and use language to create imaginary situations and to talk about their ideas, feelings and experiences
- Hear and say the letters and sounds in words
- Say the sounds that letters make and their letter names
- Use their knowledge of letter sounds to write simple words and attempt more complex words
- Explore print in a variety of contexts and read familiar and common words and simple sentences
- Develop an understanding of stories and their structure and how non-fiction texts can be used to answer questions
- Attempt writing for a range of different purposes and write their names
- Use a pencil effectively to form letters and develop correct letter formation

KEY FEATURES OF OUR COMMUNICATION, LANGUAGE AND LITERACY TEACHING:

- We ensure that Communication, Language & Literacy is an intrinsic part of children's experience at Nursery. There are opportunities for children to bump into Literacy throughout the Nursery (both inside and outside) through both planned activities and the self selection of easily accessible quality Literacy resources.
- Children are just as likely to access the Communication, Language & Literacy Curriculum through cooking activities in the kitchen, building activities in the construction area or in the garden.
- Whenever possible children's interests are used as a vehicle for delivering the curriculum e.g. there may be particular interest in a series or style of books (such as Traditional Tales) or in a style of writing (such as making lists or menus). Each Keyworker group has an email address which enables parents/carers to share special "WOW" moments that occur outside Nursery, potentially providing opportunities to build on a child's current interest
- Throughout the Nursery, a range of opportunities for reading and writing will be incorporated into adult-led activities and a variety of relevant books and writing materials are available to support children's self-initiated learning.
- Staff will model a rich vocabulary and use practical situations as they arise as an opportunity for extending children's Communication, Language and Literacy skills. iPads provide a powerful way to instantly support and extend children's interests by accessing the Internet for information or digital versions of stories, which bring them to life with sound and animation
- Children who use a means of communication other than spoken English will be supported in developing their use of the English language, whilst still valuing their home language. This may often involve using key words or phrases from their home language, or Makaton signing, etc
- Appropriate scaffolding and challenge are provided to support and extend children's learning
- Staff employ open-ended questions to stimulate children's language and thinking, e.g. "*I wonder what would happen if...?*" "*What do you notice about...?*"

- Staff understand that some concepts in Literacy, such as reading and writing are acquired slowly and can come and go. Adult encouragement and the provision of opportunities to practise these skills throughout the Nursery will ensure that they are eventually firmly embedded and provide a secure foundation for future learning
- Differentiated activities meet the needs of children of different abilities and learning styles – for example hunting for objects in the garden that begin with a particular letter sound to meet the needs of learners who thrive most through being active
- Careful observation and tracking using iPads enables staff to rapidly keep track of children’s progress, and that of groups of children, and plan for the next stage in their learning
- We encourage children to take appropriate risks in their learning, however adults are vigilant and ready to intervene to ensure children’s safety. Health and Safety policies and Risk Assessments support us in maintaining a safe learning environment for our children
- Some children find understanding and using spoken language particularly difficult and we support these children through the use of Makaton signing and visual symbols, used by staff throughout the Nursery School
- We understand that a few children may well achieve the Communication, Language & Literacy Early Learning Goals during their time in Nursery and familiarity with the National Curriculum allows us to plan their learning at this extended level
- We understand that a few children may well achieve the Understanding the World Early Learning Goals during their time in Nursery and familiarity with the National Curriculum allows us to plan for their future learning
- Transition from home to Nursery, from the Up to 3s’ into Nursery School (if applicable), and then the move to Primary School is carefully managed, with a free exchange of information ensuring children’s learning is as seamless as possible
- This policy covers all the provision for Communication, Language & Literacy within the Nursery School, Children and Family Centre.
- Examples of the children’s learning in this area will form part of their POW Update which will be sent to parents each half term
- Examples of how Communication, Language & Literacy is taught within the Nursery School, Children and Family Centre can be viewed through the electronic Communication, Language & Literacy Curriculum Portfolio

Date: Autumn 2015

To be reviewed: Autumn 2018