

Communication & Language (Prime Area), also Literacy (Specific Area)

N.B. This policy has now become two policies Communication & Language, & Literacy being a separate Policy. However the following information still covers them as separate policies, but staff should remember that CL (Communication & Language is a Prime area of learning for all children and that Literacy is a Specific Area which children will gradually develop interest in when they are ready. The areas are broken down into the following aspects:

Aspects within:

Communication & Language – Listening and attention / Understanding / Speaking

(CL)

Literacy – Reading / Writing

(L)

Aim

We aim to develop, extend and enrich the skills of communication which the child has, in order to enable the child to function effectively as a member of society. Communication, language and literacy permeate all areas of the setting. The setting as a whole is organised in order to promote and enhance development in communication, language and literacy, and to promote positive images and role models for the children.

Learning will be achieved via a mixture of structured, adult directed and free-play activities, delivered through cross-curricular activities using 'Letters and Sounds' as guidance. We value linguistic diversity and where possible provide opportunities for children to develop and use their home language in their play and learning.

Objectives

To provide a stimulating environment in which communication and language skills can be nurtured and developed. To provide visual, auditory and tactile experiences which will provide stimuli for all children.

Talking

Our programme of activities will provide opportunity for the children to use, explore and develop skills in verbal communication.

The activities will support the children in forming relationships with both peers and adults in their ability to interact with others and in the expression of thoughts and feelings. The children will experience the spoken word as a means of conveying information, sharing and receiving of ideas, and as a means of gaining insight into the world of imagination.

Listening

To provide the children with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share in other's feelings and thoughts.

The activities will help the children to develop imagination and aesthetic awareness, and to develop the ability to respond to their own experiences and those of others.

Reading

To foster an enjoyment of books within the children.

The activities will enable the children to develop skills in using books as a means of gathering information, and as a means of gaining and sharing pleasure.

Writing

To provide opportunity for children to explore and develop skills in using writing as a means of communication.

The children will experience the use of writing as a means of conveying information, expressing one's thoughts, ideas and feelings, and as a means of recording and ordering facts and information.

Operating Policy

The setting will be organised in order to facilitate the development of the following areas of language:

- Talking
- Listening
- Reading
- Writing

A programme of activities based upon structured free-play and staff directed work will be implemented and there will be opportunity for the children to communicate with peers, staff, other adults and visitors to the setting.

The children will also experience the use of gesture and expression as a means of conveying information. Where appropriate, staff will support children in developing alternative strategies (such as signing) as a means of communication and lots of role modelling.

For children whose first language is not English, the setting will aim to offer support and show respect for the home language and culture of the child through the use of labels, books, pictures and other equipment which reflects and values their home language and culture. If possible, parents will be encouraged to come into the setting to share their knowledge with children and staff, and offer support to the bilingual learner.

Where there are already significant delays in the development of language when a child starts the setting (as noted by parents, health visitor, doctor etc) or where a child does not appear to be making progress (as noted by staff and parents) then the setting will consult with outside agencies such as speech therapists or the educational psychologist in order to ensure that the child receives the support that he/she needs, but only with parental/carer consent.

The programme of activities will help the children to develop an awareness of how language is constructed and the children will be encouraged to listen to and form sounds and letters.

Equipment will be carefully selected to represent the setting's commitment to equal opportunity and will provide positive images for all the children.

Programme of Work

The setting will provide a wide range of opportunities and experiences through which language skills can be developed and promoted. These opportunities and experiences will

be gained through a programme of activities based upon children's interests and general group needs. There will be a mixture of individual, group and adult directed activities which will be based on structured play. Staff will use 'Letters and Sounds' as a baseline for many of the adult led activities on a daily basis.

Programmes of work will be based upon a mixture of children's interests and adult focused activities. The children may participate in such activities as an individual or as part of a group and in free-play or adult-directed situations.

The programme will aim to include some or all of the following types of activity:

Talking

- One-to-one discussions.
- Group discussions.
- Role play.
- Reciting poems as a group.
- Singing nursery rhymes and songs as a group.
- Encouraging children to make up and tell stories based on pictures.
- Story telling followed by discussion about the story.
- Circle time:
 - to encourage children to respond to what they have heard with relevant comments, questions and actions.
 - to extend vocabulary through adult example.

Listening

- Storytelling to individuals.
- Storytelling to groups.
- Sound lotto games.
- Sound walks focusing on what can be heard around the school or on a walk in the grounds.
- Giving the children simple instructions to follow.
- Asking the children to listen for a particular character or event in a story.
- Listen to songs, rhymes and poems.
- Letter and sounds activities, inc phonics

Reading

- Sorting and matching toys and games.
- Sequencing activities.
- Labelling of coat hooks and other personal items with the child's name.
- Storytelling to individuals, following the story through the pages of a book – pointing to the words as they are read if appropriate.
- Storytelling to groups, following the story through the pages of a large book – pointing to the words as they are read if appropriate.
- Labelling displays and other items in the nursery.
- Games matching sounds to letters or symbols.
- Reading corner for free-play with books.
- Displays of items starting with a particular letter (phonics).

- Language games to introduce the initial and final sounds in words, and short vowel sounds within words.
- Flashcards of key reading words.
- Letter and sounds activities, inc phonics

Writing

- Sorting and matching toys and games.
- Sequencing activities.
- Free-play with paper and writing equipment.
- Modelling with playdough and clay.
- Colouring.
- Tracing over lines, shapes and letters.
- Copying lines, shapes and letters.
- Dot-to-dot patterns.
- Pathway drawing activities.
- Independent writing activities.
- Writing for different purposes such as labels, lists etc.
- Finger painting, gloop, food play etc.
- Threading etc to prepare children's fine manipulative skills ready for early writing

Planning, recording and assessment

Individual targets and activity planning occurs on a daily, weekly or half termly basis. The individual targets and activity planning sheets used by the setting are laid out to identify each of the areas of learning; however staff should recognise that some areas of learning may not fit into children's individual interests and therefore need to be planned separately.

Planning also occurs on a daily or weekly basis whereby staff select a specific language activity for the children to experience – there is a different activity out each day. Items are rotated so that all resources are used, providing broad experience for the children, however it is also important that children can follow their interest in their chosen activity and extend their knowledge through repetitive play with enhancements

Staff are able to observe the children and records of such observations can be made on the children's personal profile sheets, individual records or assessment folders.

Samples of the children's work which relate to communication and language, and literacy are kept in the child's individual folder as appropriate.

Assessment is carried out through a mixture of informal observation, interaction with the child, the use of the information on record sheets and discussion during regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Resources

Resources available for communication and language, and literacy are located in the Resources file.

Letters and Sounds – Phase One, Two and Three

Documentation

It is available to any person who wishes to read it and pass a comment. The policy is to review and amend the above as and when appropriate, minimum period two years.

Reviewed: October 2019