

Manningham Community Nursery Schools Federation



Communication and Language Policy

Rationale

Communication and Language is an essential feature of every individual's schooling and their subsequent adult life. It is through communication and language that children will begin to communicate, socialise and achieve cognition. The implementation of language across the curriculum should reflect the importance it has for the development of all individuals. Evidence demonstrates that early spoken language skills are the most significant predictor of literacy skills at age 11.

There are many ways a child can communicate before they even begin to use language. Young children use a multi-sensory approach by using their senses to communicate or by using body language. Language becomes the principal means of learning as a child develops through oracy, reading and writing.

We will use the 'Statutory Framework for The Early Years Foundation Stage' to inform our practice. The four guiding principles of EYFS, Unique child, Positive relationships, Enabling environments and Children develop and learn in different ways at different times will be at the heart of our day to day practice. We recognise the individuality of all children and the need to nurture their confidence and capabilities, confidence and independence, to this end we will ensure that our practice reflects the characteristics of effective teaching and learning, playing and exploring, active learning and creating and thinking critically.

Aims

Our aims set out how we intend to deliver a high quality curriculum

- To provide a cross-curricular and whole school approach to the teaching of communication and language, which is grounded in knowledge and understanding of the subject matter and the most effective ways of teaching and learning.
- To have a particular focus on the aspects of communication in our planning and assessment
 - Listening and Attention
 - Understanding
 - Speaking
- To ensure that all adults value and respect the range of languages and experiences which children bring with them from home and their wider communities.
- To ensure that all children are supported through the best possible opportunities to embed strong language and communication skills, helping children in making progress and narrowing the achievement gap.

Objectives

Our objectives set out how we implement our aims

- We will ensure that we develop and extend children's existing skills and concepts by providing a rich and varied range of language experiences in all areas of the school
- We will create a language rich environment that will engage, encourage and inspire children to communicate.
- We will use the indoor and outdoor environment, visitors, trips and outings as sources of language, extending experiences and learning
- We will help children develop and extend the skills of listening and attention, understanding and speaking by ensuring that all adults are aware of the main focus of particular experiences and are skilful

in supporting and extending interactions with children. Adults will be highly tuned in to the children's capabilities and motivations

- We will develop children's vocabulary skills by providing meaning in context to new words and deepen their understanding of meaning through real life experiences
- We will nurture children's confidence and engagement
- We will develop children's conversational turn taking skills
- We will offer many opportunities for children to extend their oral language skills through listening to stories and talking about them
- We will ensure children have opportunities to role play and make believe as they explore their interests
- We will ensure all children have equal access to all the curriculum
- We will involve parents in our work
- We will provide targeted oracy interventions to children who are experiencing barriers to learning and, in particular, delay in the development of their communication and language skills
- We will ensure we provide targeted support to children who are learning English as an additional language and children with special educational needs.
- We will endeavour to ensure that children learning English as an additional language have the opportunity to work with an adult who speaks their first language.
- We will provide a total communication approach for children with special educational needs and/or disabilities. This will be done using intensive interaction techniques, Makaton, visual aids, objects of reference and picture exchange as appropriate to the needs of the child.
- We will ensure that the literature and displays present in the school reflect the diverse cultures and abilities represented in school.
- To ensure that children are making the best progress, over time, we will assess and track their progress. The results of which will inform future planning both at an individual level and also at a curriculum level.

The following support the **implementation** of this policy and ensure we monitor **impact**

- a. Guidelines on Curriculum Planning
Birth to 3 years / 3-5 years
- b. Communication Strategies with Children
- c. Communication and Language policy general guidelines.
- d. Assessment Policy and Guidelines