



Carden Primary School

Policy for Communication, Language and Literacy

Date Reviewed: Updated May 2010



Aims

At Carden Primary School we aim for children to:

- have an interest in words and their meanings and develop a growing vocabulary
- be able to communicate effectively in a range of contexts and develop a positive attitude to themselves as communicators
- be able to use their reading skills to read and respond to an extensive range of texts (including literature from different times and cultures, information and reference texts, media texts and online social and collaborative communications), thinking critically and creatively
- become increasingly fluent and accurate in expressing their thoughts and emotions, imagination and creativity orally and in writing
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation
- develop a life-long love of books and stories
- be able to write effectively for a variety of purposes and audiences
- have the knowledge of and ability to use the main conventions of language

Approach

At Carden Primary School:

- we believe that our own reading, research and enthusiasm for books and literature should be the role model for children in our school.
- we ensure that our children receive the opportunity to explore a wide range of genres and texts through our teaching.
- each classroom has a designated reading area containing a range of high quality books that will stimulate and challenge children in their reading choices.
- we provide a language rich learning environment which supports current learning in CLL and where the written word is displayed in a variety of print.
- we believe that writing should be a creative/developmental process at a functional and imaginative level. Compositional and transcriptional skills are taught alongside creative aspects.

Teaching across the school includes an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum. Teaching strategies include whole-class teaching, guided group work and individual tuition. The school participates in the national 1:1 tuition programme for which children are targeted for literacy.

- Teaching and learning in the Foundation Stage is based on the area of learning Communication, Language and Literacy in **The Early Years and Foundation Stage (EYFS)** and **Letters and Sounds**.
- In Key Stage 1 and 2 it is based on the **National Curriculum for English**, the **Renewed Primary Framework, Letters and Sounds** and **Support for Spelling**.
- The teaching of reading reflects the conceptual framework as described in the **Independent Review of the Teaching of Early Reading (The Rose Report)**.
- Children's understanding of the structure of narrative is supported through the **Narrative Approach**.
- Children are assessed against the Early **Literacy Goals** and **National Curriculum Levels**.
- Pupil provision is related to attainment and personalised to the needs of the child.

We aim to provide for all children so that they achieve as highly as they can in English and Communication according to their individual abilities. Through secure teacher assessment we identify the needs of individual and groups of pupils and take steps to support and challenge children appropriately.

1. Speaking and Listening

At Carden the four strands of speaking and listening: Speaking, Listening, Group Discussion and Interaction, and Drama permeate the whole curriculum. Speaking and listening skills are explicitly taught and there are a range of opportunities, both planned and incidental, for children to revisit, apply and extend these skills. Interactive teaching strategies are used to engage all pupils in order to develop effective communication skills and raise reading and writing standards. We use **Talk for Writing** strategies to support children's oral language and embed their knowledge of texts. We use dialogic talk, open-ended questioning and **Philosophy for Children** to develop children's thinking through language. Flexible teaching styles allow for a range of paired talk, group talk and whole class discussions.

The oral sharing of experiences and ideas supports equality of opportunity in terms of access to the curriculum and promotes children's motivation and engagement across subjects. Those who are less comfortable and successful with written forms can communicate effectively and develop confidence through speaking and listening.

Speaking and listening is supported across the school through the use of **Makaton signs and symbols**. All staff have received training in the use of Makaton.

2. Phonics and Spelling

At Carden we teach a systematic programme of phonics as outlined in **Letters and Sounds** which supports speaking, listening, reading and writing.

- Children in nursery experience a wide range of activities to allow them to explore and experiment with sounds and words and develop their speaking and listening skills.
- In Reception and Key Stage 1 all children engage in a daily, interactive, multisensory phonics session. In addition they experience speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently. Children's progress through the phonic phases is closely monitored and tracked. **Early Literacy Support** and Wave 3 interventions are used where children require further support.
- In Key Stage 2 children continue to have access to a systematic programme of phonics where required. In addition, all Key Stage 2 children learn morphological (spelling units of meaning) and etymological (word derivation) strategies and spelling conventions. Teachers follow the programme of work outlined in **Support for Spelling. Year 3 Literacy Support**, phonics and spelling booster groups and Wave 3 interventions are used where children require further support.

The teaching of phonics and spelling is supported across the school through the use of **Cued Articulation**. All staff have received training in the use of Cued Articulation.

3. Reading

Carden offers a coherent reading programme following the principles contained in the National Literacy Strategy.

- Teachers **read aloud** on a regular basis. This is an opportunity to share a common enjoyment of books, an interest in stories and extend pupils' knowledge of literature. Books read aloud to children may provide a stimulus for other thinking and discussion in class.
- Teachers model reading strategies and behaviours through regular **shared reading** opportunities. Shared reading is vital for the demonstration of the application of skills including work on spelling or grammar and to stimulate discussion around language and literary features.
- All classes have daily **guided reading** sessions. In guided reading teachers work with a group of children who demonstrate similar reading behaviours, can read similar levels of texts or who need to work on the same learning objective. Texts for guided reading are carefully chosen at the instructional level which the children can read with skilful support and which offer challenges and opportunities for problem-solving and discussion. In guided reading children apply the strategies already taught to new texts. During this time children not working directly with an adult will be working independently on developing literacy skills.
- At Carden children **read independently** in a wide range of contexts. Pupils are taught how to choose texts critically and reflectively and develop independent working skills which will allow them to read with purpose and pleasure.

- We have an established system of **home/school reading** throughout the school. The partnership with parents is a crucial way of helping our pupils make consistent progress with reading throughout the school. Every class has a selection of books that children may borrow to read at home. Our home / school reading booklets are tailored to support children and parents at each Key Stage.
- Pupils may be asked to participate in more intensive individual programmes to support their progress in reading.
 - The school participates in the national **‘Every Child a Reader’** programme and **Reading Recovery** is used to address the needs of identified children in Year 1.
 - The ECAR teacher also manages a range of related interventions across Reception and Key Stage 1, **Talking Partners, Fischer Family Trust Wave 3 and Better Reading Partners.**
 - The **4 week reading scheme** provides an opportunity for the child to read individually with an adult in school and at home on a daily basis for four weeks.
- Children have regular access to the **school library** through timetabled lessons. Library time is used for a variety of purposes including storytelling, research and borrowing books. Children are taught library skills appropriate to the year group. We have developed good links with the local library and children have the opportunity to visit the local library with their class.

4. Writing

We recognise the importance of the fundamental relationship between spoken and written language. The use of a wide range of speaking, listening and drama activities outlined above develops children’s oral skills as a prerequisite to writing and they are given opportunities to explore and extend their talk as a preparation for writing.

We make clear links between the children’s reading skills and writing and texts are often used as a basis for developing writing skills. Analysis of text provides a model for pupil’s writing. We also use a range of other engaging starting points as a stimulus for writing including drama and role-play, first hand experiences, visual starting points (including film and pictures) art and artefacts.

In **Foundation Stage** children experience writing in a range of settings and opportunities for mark-making and developmental writing are available through all areas of learning and throughout the learning environment. Children’s own attempts at early writing are celebrated and promoted alongside the direct teaching of key skills that will enable the children to progress through the stages of writing development.

In **KS1 and KS2** we use the guidance in the **Renewed Primary Framework** to plan and implement the National Curriculum Programme of Study for writing during explicitly taught sessions and during cross-curricular work.

The teaching and learning of writing is experienced through:

- **Shared writing** is the key teaching tool for demonstrating the process of writing. It is used to teach the generation of ideas, grammar and spelling skills,

to demonstrate features of layout and presentation and to focus on editing and refining work. The teacher explicitly models teaching points.

- **Guided writing** involves the teacher working intensively with a small group of children. Sessions are used to meet specific objectives and to focus on specific aspects of the writing process. Particular areas are targeted for individual children.
- During **independent writing** children are given opportunities to apply skills learned in shared and guided writing across a range of contexts. All writing activities have a purpose and quality is promoted through book-making, publication or presentation to an audience. Independent writing is supported through the use of dictionaries, word banks, writing frames and phonic and word displays.
- There are a wide range of opportunities for children to apply and develop their literacy skills **across the curriculum**.

The learning environment celebrates writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms have attractive and well-equipped resources for writing that children can access through a writing area or table. Opportunities for writing are planned for and accessible throughout the environment and across the school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

6. ICT and Literacy

Use of ICT is key skill to support communication in the digital age. We aim for all our pupils to be able to use and interact with ICT to support their speaking & listening, reading and writing. This will happen in a range of ways:

- Pupils viewing or creating their own visual texts through films and animation
- Pupils being exposed to and creating their own digital texts by using websites, the VLE, creating PowerPoint's and word processing
- Being able to safely use communication systems such as e-mail and on line forums.
- Using a range of technology such a sound recording equipment to support speaking & listening
- Using of a variety of software packages to support key skills such as grammar or spelling
- Using a variety of software packages to support SEN pupils e.g. Wordshark, Communicate & Print or Clicker 5

6. Assessment

Clear expectations, targets and regular observation and assessment of progress towards the targets are in line with our school assessment policy.



