

Reviewed July 2015, Jan 2018

Aire Valley Nursery Schools Collaboration



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.

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

- 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 in making progress and that we work towards narrowing the achievement gap.

Objectives

- 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
- To help children develop and extend the skills of listening and attention, understanding and speaking we will ensure that all adults are aware of the main focus of particular experiences and are skilful in supporting and extending interactions with children
- We will ensure all children have equal access to all the curriculum
- We will involve parents in our work
- 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 adult who speaks their first language
- 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.