

Communication and Language Policy

'Highlighting the importance of good Communication and Language for ALL children'

Intent

- To encourage children to communicate confidently by providing them with purposeful language interactions and experiences.
- To create a learning environment which promotes active listening and productive talking.
- To promoting a caring environment where others listen, show an interest and value what is being said.
- To encourage children to communicate in a style appropriate to the audience and purpose of the task.
- To create opportunities for speaking and listening across all areas of the curriculum. It is a vital part of the whole learning process and cannot be developed in isolation.

Fundamental Principles:

- Communication skills underpin the basis for all future learning and are fundamental for accessing all areas of the curriculum.
- The inter-relationships with reading & writing and speaking & listening are reflected in literacy activities, acknowledging each enriches the development of the other.
- Speech and language activities should be differentiated for children with speech, language and communication needs (SLCN) and those at the early stages of EAL.
- To identify and support language and communication barriers early and offer suitable, effective interventions.
- To provide opportunities to explore language and develop oracy & performance skills with weekly designated drama sessions for every class.

Communication and Language Policy

Implementation

Whole School Strategies:

- Share, discuss and explore new words and model alternative vocabulary. Encourage children to think of different options and record them in a journal or other suitable format
- Encourage emotional literacy by developing vocabulary around feelings and emotions.
- Build a culture throughout the school of asking to 'clarify' words that they hear but don't understand
- Using a wide variety of quality texts and making them available to our pupils at differentiated levels.
- Each year group has a weekly drama session, building confidence and developing oracy.

Classroom Strategies:

- Give children thinking time to process information, checking the speed of delivery - am I talking too fast?
- Have an interesting word board or display, which can be added to by the children or by teachers e.g. word of the day or week. At the end of the day there is time set aside to discuss 'who has learned a new word today?'
- Encourage children to ask for clarification, repeating or rephrasing instructions
- Use word banks/mats and vocabulary sheets
- Encourage and develop the use of tier 2 and tier 3 words
- Pre-teach vocabulary (where required)
- Provide opportunities to engage in speaking and listening tasks and Use talking partners to encourage conversation

During lessons:

- Encourage the use of dictionaries and thesauruses use - have a standard English dictionary available for staff if a word is difficult to explain!
- Use mind maps to extend vocabulary
- Use word games and listening activities

Communication and Language Policy

- Subject specific vocabulary is used and is not simplified, only explained
- Children are encouraged to think of synonyms to expand their vocabulary
- During specific topics create a glossary of key words
- Consider including unseen words from a different subject in spelling tests
- In SPAG lessons words will be investigated
- In Reciprocal Reading lessons some will focus on just the 'clarify' sections and put words into sentences to check meaning and context.

Communication and Language Difficulties:

We aim to be inclusive and recognise that some pupils have different emotional, social and educational needs. We endeavour to meet these needs to the best of our ability, personalising learning and resources where possible.

Daily interaction with the children, plus consistent assessment and monitoring of progress, aims to ensure that pupils who are experiencing difficulties with aspects of speech, language and communication are identified as early in their school career as possible. We have added Wellcom (in the Reception year) to the school's assessment and tracking process. This will enable early identification of difficulties, whilst crucially highlighting individual abilities. It provides tailored feedback and specific activities to support language and communication difficulties and subsequent development.

Early identification and intervention supports the children in making good progress. The school discusses any concerns with parents and with their permission a referral is made to Speech and Language therapy as soon as possible. Chatterbug are the therapy company that currently support the school but this is under review by the Local Authority.

School Based Support Plans (SBSP) containing children's targets are compiled and reviewed termly. Adjustments will be made as required to the intervention and targets are identified that are achievable. Information and support on how parents can help at home are shared with the relevant adults.

Communication and Language Policy

Impact

The children's vocabulary is developed through a variety of strategies and opportunities as outlined within this policy and built upon throughout each subsequent year group from the EYFS to year 6.

Opportunities for the children to perform, or speak publically, are created or identified such as assemblies, end of year performances, taking part in mass and contributing to local authority initiatives and creative opportunities with other schools within the community.

The variety and extent of quality vocabulary is evident throughout school with examples such as displays, the children's books, performances and conversations between the pupils (with adults & their peers) within a learning environment and also informally around school.