

All Hampstead Hill School Policies are always to be read and considered in conjunction with Equal Opportunities, Race Equality and Inclusion Policies. This Policy of Hampstead Hill School applies to all sections of the school including the Early Years Foundation Stage.

# Hampstead Hill School



## Curriculum Policy for Communication, Language, Literacy, Reading and Writing.

### Introduction

- This policy outlines the purpose, nature and management of Communication, Language and Literacy, Reading and Writing taught and learnt in our school. Further details will be found in our schemes of work.
- The school policy for Communication, Language and Literacy reflects the consensus of opinion of the whole teaching staff. It is being drawn up as a result of staff discussion and consultation.
- The implementation of this policy is the responsibility of all teaching staff.

### Our Aims and Objectives

- To develop, extend and enrich the skills of communication which the child has in order to enable him/her to function effectively as a member of society.
- To ensure continuity and progression throughout the school.
- To make Communication, Language and Literacy fun and develop pupil's self confidence in their own ability. To enable each pupil to achieve his/her potential in a variety of situations.
- For language and literacy to permeate all areas of the school. The school is organised in order to promote and enhance development in language and literacy and to provide positive images and role models for the children.
- To employ teaching methods and resources that allow pupils (irrespective of their gender, ethnic origin, academic ability etc.) to have equal access to the curriculum and to experience success and enjoyment in their work.
- To provide a stimulating environment in which language skills can be nurtured and developed. To provide visual, auditory and tactile experiences which will provide stimuli for all children.
- To foster and encourage a lasting enjoyment and appreciation of literature from a variety of cultures and traditions.
- To develop pupils' ability to persist through sustained activities.

- To use the experiences and skills that each child comes to school with in order to develop and improve their capabilities.

### Putting our aims into practice

- Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes (such as stories, poems, letter writing and so on) by:
  - Integrating the different aspects of language.
  - Completing tasks which develop knowledge and understanding and others which develop problem solving skills.
  - Providing activities that balance between those which are short and succinct and those which are more open ended and which take longer to complete.
  - Using pupils' own prior knowledge, experiences, interests or questions as starting points or as further lines of development.
  - Balancing independent, group work and whole class work.
  - Taking part in a variety of experiences, e.g. doing, observing, talking, listening, discussing with teachers and other pupils, reflecting, drafting, reading and writing.

### Teaching styles

- Teachers valuing talk and alternative forms of communication in a range of adult and child-initiated situations.
- Teachers observing children and planning for the contexts in which they best develop their speaking and listening and their understanding of reading and writing by providing a stimulating environment and a range of opportunities within it.
- Teachers helping children to develop language for communication through interaction and expression through stories, role play and conversation.
- Teachers modelling the use of language for reading, writing, and to encourage children to try for themselves.

### Assessment and Record Keeping

- All pupils will be assessed by the teacher in order to cater to the needs of the pupils and plan future work. Assessment will be used in order to inform the teachers and parents of targets and next steps in the Upper School.
- Pupils' progress is recorded in their Learning Journeys in the Lower School and in their Pupil Folder in the Upper School. These are shared with both parents and children.
- Teaching staff also use the online tracking system to monitor pupils' progress and development.

### Staffing and Resources

- The Upper School is using Scholastic's 2104 Curriculum 100 English lessons as a starting point for developing the new curriculum.
- Each classroom is equipped with a range of basic practical equipment. Reference and ideas books are kept in the storeroom and library.
- Each class has access to computers and appropriate programs have been selected.
- The SMT Year Heads and Principal will arrange to provide INSET for the staff of the school and to meet the needs of the school and individuals.
- The staff will meet in year groups to plan and review the communication, language and literacy being taught and discuss approaches and strategies to implement the scheme of work.
- Staff will also meet across year groups to ensure continuity and development.

### **Classroom Management**

- A variety of teaching styles will be employed, including whole class, group and individual, depending on the content and aims of the activity. The composition of the groups in group work will vary (ability and mixed ability) according to the demands of the task.
- The pupils will have access to a range of resources for both practical and written activities. The pupils will be responsible for the care, selection and organisation of these resources (appropriate to age of children, equipment being used and the activity).

### **Evaluation**

- Children's work will be continually monitored. Teaching methods, materials and activities will be adapted when necessary to ensure the process of individual children or groups of children. Regular year group meetings, together with whole staff meetings, will be used to evaluate and review the policy and practice at regular intervals or as and when appropriate.

## **SPEAKING AND LISTENING**

### **The nature of speaking and listening**

- The children will become confident speakers if talk is valued in the setting and they are encouraged to want to communicate. For some children this will involve learning to communicate through signing. Confidence and competence go hand in hand. With support, children will move from simple statements to asking questions, commenting on differences and making comparisons. They will use their developing vocabulary to name and classify, make elaborate statements and retell experiences.
- Children arrive at the school with varying degrees of confidence in spoken English and a high proportion of pupils are EAL speakers. All pupils are supported to improve their proficiency in English whilst staff seek to value their home language(s) and the breadth and variety of cultural diversity that this varied intake brings to the school.

### **Activities and resources**

- Staff will take every opportunity to engage in conversation with individual children. Our aim is to listen attentively to children so that they feel valued and so that their communication skills are extended. In the Upper School there is a renewed focus on listening skills with sessions on whole body listening and understanding the qualities of a good listener.
- Children will learn to understand and be aware of other points of view when teachers demonstrate strategies such as listening, turn-taking and initiating and sustaining a conversation gently and respectfully.
- Children will have the opportunity to record conversations, discussions, interviews and favourite stories, poems or rhymes. Dictaphones will be used in particular for pupils requiring additional support in the Upper School. Most speaking and listening activities will form part of cross-curricular work.
- Some activities are to be taught in a subject specific manner. For example, stories and poems, introduced to develop children's responses to literature, will be chosen for their own value as well as for their links with a particular topic.
- All children will participate in role play across the curriculum in order to develop speaking and listening skills.
- Some speaking and listening activities will be planned around the use of ICT to enrich the learning.
- We will ensure that children have the opportunity to respond to stories from other cultures. Activities will be planned so that all children are able to participate fully and equally.
- Within the context of the home/school partnership parents will be encouraged to see the value in time spent talking and listening to their children. They will be helped to see how speaking and listening skills enrich the skills of reading and writing.

## READING AND WRITING

- Demonstrating the use of language for reading and writing will be through telling stories and sharing books in a clear and lively way that motivates children. It will be through encouraging children to read and write in a variety of play and role play situations that match their interests and that enrich the curriculum and stimulate dialogue, activity and thinking. Children will learn about the different purposes of writing for real purposes such as making lists, greetings cards, books to recall a visit or event, and labels for displays and models.

### Activities: Reading

- The school places great value on the importance of literacy throughout the school and this is re-emphasised in Year One.
- Children will be encouraged to enjoy reading and will be given opportunities to share a wide range of books and other reading material.
- Phonics will be taught systematically through the Letters and Sounds Programme and in the context of nursery rhymes, poems and songs, and in its own right.
- Children will be encouraged to make use of all appropriate reading strategies to help them link to letters and sounds and to read independently and with understanding, and will also be helped to develop different reading styles to enable them to read a wide range of texts.

- Children will be encouraged to read and write in a wide variety of play situations and for a variety of purposes and audiences.
- Children will be encouraged to read widely from a variety of genre.
- Book Week will be held and will include activities to enrich the pupils' literary experiences such as a "book swap" event and meeting authors. A book shop visits the school at a variety of times throughout the year.
- The environment will be planned so that it reflects the importance of language through signs, notices and books.
- All children will be given opportunities to share and enjoy a wide range of nursery rhymes, poems and songs, to build up vocabulary and increase their phonological awareness.
- Children will be taught letter sounds and names through songs, rhymes and games.
- All children will be encouraged to see themselves as readers.
- ICT will be used to enhance reading and writing skills.
- Each class will have access to a Dictaphone to stimulate learning and for peer self assessment.
- The books that our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively. The interests of both boys and girls will be taken into consideration when reading activities and materials are selected. We will ensure that the books and literature available to children represent as wide a range of cultures as possible. There will be a regular audit of reading materials to ensure that gender and race issues reflect the school population.
- Particular emphasis will be placed on building up a strong sense of home/school partnership. The support and encouragement of parents will be sought and valued. Parents will be helped to see that they have a vital role to play in their children's reading development and they will be shown ways in which they can foster a love of reading in their children. Children will take home books and reading games to share and enjoy with their parents.
- In Years One and Two pupils regularly visit the local library to further enrich their reading experience.

### **Activities: Writing**

- Opportunities will be provided for children to see adults writing, to see adults modelling the process of writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.
- Opportunities will be planned for children to become aware of languages and writing systems other than English, and communication systems such as signing and Braille.
- Children will be given opportunities to write in a variety of forms and for a range of audiences, including themselves.
- Children will be encouraged to write independently.
- Children will be given meaningful purposes for writing opportunities.
- Cross-curricular opportunities will be used wherever possible for providing real purposes and audiences for writing.
- Collaborative writing will be encouraged.
- Children will have experience of a range of types and sizes of paper, and different types of pens and pencils.

- Children will be taught to use punctuation correctly in order to make meaning clear.
- Children will be helped to understand why it is sometimes necessary to plan and draft writing.
- Pupils will be encouraged to analyse and review texts and their own writing and to begin to understand how to edit and to improve it.
- This section should be read in conjunction with the Handwriting Policy and the guidance on teaching left handed writers.

## Appendix One: National Curriculum Framework

### Language and literacy

6.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

#### Spoken language

6.2 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

#### Reading and writing

6.3 Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, Explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

#### Vocabulary development

6.4 Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building

systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all 11 subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

## Key Curriculum Changes for English

### Focus on the fundamentals

There's a much deeper focus on learning grammar explicitly. Where the current curriculum requires that pupils be taught 'some of the grammatical features of written standard English', and learn to 'consider' language structure when composing their own texts, the new curriculum contains a long list of often complex grammatical concepts, punctuation and spelling rules that children will have to identify and label as well as use.

- **Reading for pleasure**

The new curriculum's intention is that children should read widely and voraciously for pleasure and for meaning. While the current curriculum stipulates that children should experience a range of literature and non-fiction and non-literary texts - the new curriculum highlights the pivotal role of schools in ensuring that reading takes place beyond the school gates, stating 'they should provide library facilities and set ambitious expectations for reading at home.'

- **Recitation and debate**

Where the old curriculum uses drama as an important vehicle for children to explore and convey a range of situations, characters and emotions, the new curriculum relegates drama to 'role-play' as part of a wider assortment of oral performance that includes presentation, improvisation and debate.

There is more emphasis on structure and convention: the new curriculum's emphasis is on children being able to organise their thoughts and ideas for the purposes of debate, discussion, explanation and narration. There is also more focus on social awareness: the new curriculum pulls out 'gaining, maintaining and monitoring the interest of the listener(s)' as a separate objective.

## Appendix Two: EYFS Curriculum Framework

**A fuller description of the Statutory Framework for the Early Years Foundation Stage can be found at:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335504/EYFS\\_framework\\_from\\_1\\_September\\_2014\\_\\_with\\_clarification\\_note.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014__with_clarification_note.pdf)

This version was updated In September 2014.

## The areas of learning and development

1.3. There are seven areas of learning and development that must shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

1.4. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

1.5. Educational programmes must involve activities and experiences for children, as follows.

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## The early learning goals

### The prime areas

#### Communication and language

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### Physical development

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, And a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### Personal, social and emotional development

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## The specific areas

### Literacy

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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Name: Andrea Taylor



Signed: