

## **Communication, Language, and Literacy Policy**

### **Introduction**

The ability to understand language and to communicate is of paramount importance in human society. The growth of language is vital to every child's social, emotional and intellectual development. Cambridge Nursery Federation values every child's linguistic contribution by attending sensitively to what is being communicated, and encourage all other children to do the same. We value all languages and embrace the multi-lingual abilities that many of our children bring to school.

### **Aims**

At Cambridge Nursery Federation, we aim to provide structured learning opportunities in accordance with the Early Years Foundation Stage Curriculum to ensure a broad and balanced coverage of the curriculum. There are five aspects to Communication, Language and Literacy (CLL): Listening and Attention, Understanding, Speaking, Reading, and Writing. Incorporating these five areas, we aim to:

- Enable children to become confident communicators using varied languages and multiple ways of expressing meaning.
- Provide time and space for talking, listening, reading and writing.
- Provide a rich environment where an understanding of the purposes and pleasures of communication is nurtured.
- Monitor and assess children's language and literacy development.
- Teach literacy and communication skills in context as part of purposeful play activities.

### **Planning for CLL**

- Planning starts with observations and assessments of the children's interests and needs.
- Following assessments, the staff uses The EYFS 2015 and Development Matters booklet to plan developmentally appropriate experiences to further the children's growth in the areas of CLL.
- Staff may also use a variety of other documents to support their planning, for example Letter and Sounds guidance phase 1.
- All staff plan and evaluate together, discussing experiences based on conversations with the children and observations of their play, and share best practices.
- The nurseries environments (both planned and spontaneous) will include opportunities for children to
  - Stimulate communication and develop shared thinking.
  - Communicate thoughts, ideas and feelings and build relationships among adults and peers.
  - Experience communication modes other than English, including sign language.
  - Share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
  - Link language with physical movement in action songs and rhymes, role-play and practical experiences such as cookery, gardening and forest environments.
  - Problem solving through science and technology based experiences.

### **Learning in Listening and Attention, Understanding, and Speaking**

- Staff speak to children using appropriate modes of language to which they can relate. They model and encourage appropriate use of non-verbal communication and body language.
- The home language of all children is valued; those children who have English as an additional language are appropriately supported to communicate with others.
- Children are encouraged to listen to each other in formal and informal situations, including meal times, story times, and during play. They develop listening skills through music, word, and sound games.
- Children are encouraged to listen to stories on headphones (including a range of home languages).
- Children's words are recorded in their profiles as a powerful tool for understanding their learning, and displayed alongside their work around the nursery.

### **Learning in Reading**

- The nurseries are literate environments where print is used purposefully, on displays, labels, and in role-play areas. Children are encouraged to interact with print, e.g. by looking for labels on pegs, using signs and notices in role-play area.
- Children have access to regularly changed selections of books in comfortable surroundings.
- ICT is used to support the development of literacy in a variety of ways.
- Children are encouraged to handle books with care, talk about texts and express preferences.
- Children are able to choose a book to take home and share with their family.
- Reading with children in formal and informal situations is a priority for staff and volunteer helpers.
- Children's visual and oral discrimination of letters and sounds and early recognition of significant words is developed through games, rhymes and play activities as appropriate to their needs.
- When possible, parents and carers are involved in sharing experiences, reading stories and poems.
- We provide a supportive environment for children with English as an additional language e.g. using games and bilingual books and different scripts.

### **Learning in Writing**

- Opportunities for mark making with a variety of materials are provided wherever possible throughout the nurseries, including indoors and outdoors, in role-play, graphics and painting areas.
- Adults model writing for a variety of purposes, including lists, messages and observations.
- Children's mark making, emergent writing as well as pictures and patterns, is always valued.
- Children are encouraged to make marks for a purpose, e.g. in making cards, books, notices, etc.
- Children's comments on drawings, stories etc. are scribed and read back to them.
- Where appropriate, children are encouraged to use their developing knowledge of letter shapes and sounds in their writing, working independently where possible rather than copying adult writing.

- The development of children’s fine motor skills is supported by a wide range of activities e.g. lacing, threading, construction and manipulative activities.
- When mark making, children are encouraged to adopt a suitable posture and an effective pencil grip.

### **Planning for CLL Differentiation**

- All activities will reflect and incorporate the aims of the inclusion and equal opportunities policies.
- Practical experiences will be relevant to the varying development of each child.
- Where appropriate, staff will work with bilingual parents/carers, speech therapists and practitioners to meet the needs of every child.

### **Assessment and Monitoring**

- Staff will monitor and record the progress of each child.
- Staff will regularly review and hold termly moderation meetings, to review children’s progress.
- The Head teacher will
  - Monitor standards of teaching and learning through observation of children’s learning.
  - Model good practice.
  - Moderate literacy assessments.
  - Support colleagues in the planning and teaching of CLL.
  - Report to the governing body as appropriate on the development of literacy teaching.

### **Working with Parents and Families**

- PICL meetings
- Parent Consultations
- Parent Information Boards
- Parents encouraged to share skills, stories, songs, etc.
- Home-School board
- Informational emails
- “Share a Story” resources
- Support relationships between parents
- Work with specialist agencies where necessary
- Makaton sign language

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

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