

BUSHFIELD ROAD  
INFANT SCHOOL

COMMUNICATION,  
INTERACTION &  
LITERACY POLICY

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# **BUSHFIELD ROAD INFANT SCHOOL**

## **VALUES AND ETHOS**

### **MISSION STATEMENT**

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self esteem and self confidence, which enables them to become confident life long learners.

### **COMMUNICATION AND INTERACTION.**

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations.

Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional wellbeing.

#### **Communication and Interaction is:**

- How we plan and organise our lives.
- How we build relationships and friendships.
- How we understand the opinions of others.
- How we learn about the world around us.
- How we resolve our problems, co-operate with one another, resolve conflicts and create new opportunities.

Good communication and Interaction plays a vital role in developing life skills for the future. It is for all these reasons that Bushfield Infant School is openly committed to:

1. Promoting speech, language and communication development in all our pupils. (Ref. page 7 )
2. Identifying those pupils who are experiencing difficulties. (Ref page 11 )
3. Providing and facilitating positive approaches and strategies to support children and their families who have speech, language and communication needs. (Ref. page 12 )

## **WHOLE SCHOOL AIMS IN PROMOTING INTERACTION, COMMUNICATION AND LITERACY SKILLS.**

- To develop children's abilities to listen, speak, read and write for a wide range of purposes.
- To use language to learn and communicate ideas, news and feelings.
- To enable children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and plays, non-fiction and media texts.
- To ensure children gain an understanding of how language works by looking at its structures and patterns.
- To use their knowledge, skills and understanding in speaking, writing and reading in a range of different situations and across the curriculum.

**At Bushfield Road Infants, we achieve the school aims through a rich and exciting Creative Curriculum which works for our children and inspires them to succeed.**

## The Creative Curriculum.

**At Bushfield, we have created and embedded a curriculum based on the needs of our pupils, families and community. We have re-designed the curriculum with a strong focus on developing communication and other key skills needed for future learning.**

- Learning frameworks and pre-learning tasks reflect the interests and needs communicated by our pupils.
- Cross-curricular themes enable pupils to make meaningful links between different areas of learning.
- Enterprise projects link with the creative curriculum to provide opportunities for communication, collaboration, positivity, initiative and presentation skills.
- Planned Inspiration days engage pupil interest and generate excitement and interaction across the school.
- Talking partners are used daily and consistently throughout the school to enable pupils to share and communicate their ideas and feelings.
- Short Term planning reflects key learning skills including communication and collaboration.
- A shared celebration assembly provides pupils with opportunities to present and discuss their learning.
- Class assemblies, Festivals, concerts, open sessions all encourage public speaking and performance skills.
- Visits and visitors promote communication within the community and enhance pupil learning.
- A language rich environment promotes and models good communication skills.
- Language related to first hand experience and specific themes helps to broaden pupils own vocabulary.
- Opportunities for role play and drama activities across the whole school promotes confident communication and interaction between peers and adults.
- Planned playtime and lunchtime activities promotes interaction between groups of children.
- A culture of shared language by all members of staff promotes self-esteem and a consistent approach.
- Trained TAs liaise with teachers to ensure close links between the classroom and support groups.

## OBJECTIVES IN ACHIEVING EFFECTIVE COMMUNICATION, INTERACTION AND LITERACY SKILLS.

To develop the key skills to enable pupils to communicate confidently, attentively and effectively for a wide range of purposes and in a variety of ways.

- To enable children to speak clearly and audibly taking account of their listeners.
- To encourage children to listen with concentration and be able to identify the main points of what they have heard.
- To enable children to evaluate their own and others' contributions.
- To develop confident, enthusiastic and independent readers able to make choices and show preferences.
- To read for pleasure and enjoyment
- To develop the skills to be able to read a range of texts fluently, with accuracy, understanding, expression and confidence.
- To use a range of strategies, including Jolly Phonics, to decode and word build in reading.
- To encourage children to communicate their writing intentions, for example with their talk partners
- To use opportunities within the creative curriculum to communicate. For example through role play, drama, group tasks.
- To use self and peer assessment to develop the children's ability to plan, draft and edit to improve their work.
- To develop a good handwriting style.
- To use a range of strategies, including Jolly Phonics, to decode and word build in writing.
- To develop confident, independent writers through mark making, emergent writing and more structured writing tasks.
- To develop the skills to be able to write with accuracy, meaning and imagination and for a range of purposes.

## **BUSHFIELD INFANTS IS STRONGLY COMMITTED TO:**

### **1. Promoting speech, language and communication development in all our pupils.**

This is achieved through:

- Effective training for all staff to ensure that systems are in place to develop secure knowledge and understanding and use of the toolkit.
- Collaborative work with Speech/language therapists, teachers, Teaching assistants and families.
- A trained TA dedicated to Communication and Interaction, working in liaison with SALT.

### **Whole school approach:**

- An exciting Creative Curriculum and EYFS framework, providing a wealth of language rich opportunities to develop interaction and communication.
- Drama and role play activities throughout the school.
- A synthetic approach to phonics with consistent and progressive teaching of Jolly Phonics alongside Letters and Sounds.
- VAK strategies employed by staff to engage all pupils, taking into account different learning styles.
- Use of talking Partners
- Circle times.
- Use of visual prompts, visual timetables and other valuable forms of non verbal communication.
- Learning Mats, specifically for speaking and listening.
- Excellent planning with differentiation to meet needs.
- Practical strategies, good quality resources and effective use of ICT.
- A school ethos committed to raising self esteem and self confidence.

### **Intervention for identified needs:**

- Group work to support and raise confidence and self esteem. (CALL, CITS)
- Good support for pupils with EAL
- SLT programmes of work supported and progress monitored consistently.

### **Communicative Aspects of Learning and Life (C.A.L.L.)**

C.A.L.L. is an interactive programme which aims to support, encourage and facilitate the development and use of verbal, non-verbal communication and social interaction skills.

C.A.L.L. has been developed with the aim to address the communication needs of children of varying ability and age range.

As a resource C.A.L.L. can be tailored to meet the needs of both individual children and groups. Core communication skills are organised into four areas such as non-verbal skills, verbal skills, knowing ourselves and conversation skills. Each core skill is broken down into a progressive sequence of development levels.

Children of varying communication needs are selected and grouped according to their specific need. The impact of C.A.L.L. is measured through regular assessment and profiling and subsequently reported to teaching staff.



## **Communication Interaction Targeting System (C.I.T.S.)**

The C.I.T.S. programme was developed to enable children to self-report their perceived competence in communication and set goals for intervention. Using cards illustrating children communication in a school setting, the child is asked to identify what they find challenging and set targets for improvement. In addition teachers and parents are asked to participate in the questionnaire in order to compare findings. Teachers identify children with speech, language and communication needs to complete the questionnaire and following support the questionnaire is repeated in order to ascertain any progress made.

**All members of staff, including non-teaching staff are accountable for promoting and encouraging good interaction and communication skills. There is an expectation that all staff will provide good role models for speaking and listening, and above all, will demonstrate a high level of commitment to raising self esteem and self confidence, both of which are essential to effective communication.**

At Bushfield Infants we are both fortunate and privileged to have a TA with a high level of training in Speech & language, in particular the BTEC in Speech and Language. She provides excellent support of a high quality for pupils in school, but also has valuable contact and liaison with parents and speech therapists. Together the school works in partnership to improve and develop communication skills.

Research has found that a curriculum and structured programmes which focus on children's language, significantly impacts upon both learning and social and emotional development and well being.

It is for these reasons that our trained TA works closely with the SALT team to provide highly structured support and deliver personalised programmes. It is also for that reason that at Bushfield Infants we have designed a creative curriculum which has a focus on interaction and communication as key skills for future learning.

## The Role of the T.A. with Responsibility for Speech and Language.

The T.A. liaises regularly with the speech and language therapists, through attendance of reviews/assessment clinics, telephone conversations and meetings held each term.

The T.A. follows programmes of work set by the SALT with children on the SLT caseload on a daily basis.

Children's progress is monitored and recorded on their personal SLT file and is discussed with the Speech Therapist at the child's next review/assessment, or earlier if there are urgent concerns.

Meetings with parents are arranged every term to discuss children's progress with regards to their speech, language and communication needs.

The T.A. regularly liaises with class teachers to identify children with speech language and communication needs. A file is set up for each child requiring screening. The speech and language toolkit is used to screen each child using strategies to improve the child's communication skills and subsequently evidence is gathered to support referral.

The T.A. delivers C.A.L.L. sessions for children requiring extra support with social use of language. Each child's progress is documented and passed onto the relevant Teacher.

The T.A. regularly carries out the C.I.T.S. (Communication and Interaction Targeting System) programme with children that have speech language and communication needs alongside teachers and parents/carers.

The T.A. responsible for speech and language also supports children with English as an additional language, through group sessions to encourage English language development and increase E.A.L. children's vocabulary.

The T.A. also liaises with the diversity service and supports E.A.L. children through E.A.L.I.P. (English as an additional language intensive programme). Progress is recorded using the relevant E.A.L.I.P. documentation and passed on to relevant Teaching staff.

Training for the E.A.L.I.P. programme is disseminated to other staff members by the T.A.

Staff training and development needs are identified through a speech and language awareness questionnaire, issued to all existing and new staff.

## **2. Identifying pupils who are experiencing difficulties.**

### **This is achieved through:**

- Staff identifying pupils experiencing difficulties and liaising with SMT or TA with responsibility for speech & language.
- Early screening using a range of methods appropriate to individual needs and age. Early intervention begins in the Nursery and continues through school.
- Reference to the SLT toolkit for developmental norms and strategies for improvement.
- The provision of evidence for referral purposes.
- TA dedicated to SLT.
- Excellent liaison with speech/language therapists to meet the needs of a growing population of children with delayed communication skills.
- Working in partnership with parents to support children with difficulties.
- Evaluation and review of strategies to support children.

### **3. Providing and facilitating positive approaches and strategies to support children and families who have speech, language and communication needs.**

#### **This is achieved through:**

- Specialist TA support/advice for staff and parents.
- CALL, CITS groups supported by trained TA.
- EAL support group.
- Positive relationships with parent and attendance at SLT appointments.
- SLT programmes supported consistently within school and advice offered to parents/carers.
- Carefully planned and differentiated tasks to meet individual needs.
- Full and effective inclusion in planning and assessment processes throughout school.
- The provision of clinics in a familiar school setting which eradicates travelling time and loss of valuable lessons.
- Effective 1:1 TA support as appropriate.

## LEARNING AND TEACHING STYLES.

At Bushfield Road Infant School we use a variety of teaching and learning styles and there is a strong commitment to a cross-curricular approach. Class teachers plan their literacy lessons using the National Curriculum, Jolly Phonics alongside Letters and Sounds, the EYFS Practice Guidance and a sound knowledge of pupils' prior learning and interests.

Planning includes opportunities for:

- Speaking
- Listening and responding
- Collaborative talk
- Presentation of work
- Public speaking
- Performance
- Group discussion and interaction
- Role play and Drama
- Word recognition
- Word structure and spelling
- Understanding and interpreting texts
- Engaging with and responding to texts
- Creating and shaping texts
- Text structure and organisation
- Sentence structure and punctuation
- ICT

Within each class literacy objectives are clearly differentiated to meet the different needs and abilities of the children.

Teachers plan in teams to provide exciting and inspirational experiences for the children. Literacy is taught across the curriculum. In the Foundation stage, pupils have the opportunity to explore, enjoy, learn about and use words and texts in a range of situations linked to the EYFS Practice Guidance. There is a strong commitment to the early identification of need and to the adaptation of provision to meet individual need. For example, through the use of visual timetables, visual prompts, gesture, VAK. Etc.

## SPEAKING AND LISTENING

### **SPEAKING/LISTENING OBJECTIVES.**

To enable the child to:

- Speak clearly, audibly and fluently, with appropriate expression.
- Participate confidently and effectively as speakers and listeners in groups of varying sizes.
- Question and give opinions.
- Develop specialist vocabulary across the curriculum
- Listen carefully to others to understand their meanings, intentions and feelings in a variety of situations.
- Listen and respond to a range of literature. E.g. Stories, poems, plays etc...
- Talk in different contexts for a range of purposes.

The four strands of speaking and listening permeate the whole curriculum.

- **Speaking**
- **Listening and responding**
- **Group discussion and interaction**
- **Drama**

Children are encouraged to develop effective communication skills in readiness for later life. Children are provided with many opportunities for speaking and listening through, e.g. group, class discussions, talking partners, assemblies, circle time, imaginative and role play, the school council, whole school productions, visiting performers and speakers. Learning mats are used to promote effective communication skills.

See attached information regarding Talking Partners.

## **PHONICS**

There is a systematic approach to the teaching of phonics throughout the school based on Jolly Phonics and Letters and Sounds.

Phase 1 Letters and Sounds alongside Jolly phonics begins in the nursery and the 6 incremental phases progress throughout Foundation and key stage 1.

Phonics is taught in short, discrete daily sessions with a wealth of opportunities for children to use and apply their phonic knowledge and skills throughout the day and across the curriculum.

Children begin to orally segment and blend sounds as they are ready within FS2 and develop this into written segmenting and blending. The phases develop quickly and are taught in a clearly defined sequence. With the knowledge that some children will develop their phonic skills at a different pace, activities are differentiated accordingly. Following on from phase 6, usually within year 2, the teachers plan phonic work using the 'Support for Spellings' document.

## **READING**

### **READING OBJECTIVES.**

#### **To encourage pupils to:**

- Read for enjoyment and recognise its purpose.
- Read a wide range of books fluently, with understanding and good expression.
- Read, evaluate and respond to a range of texts, including literature from other cultures and traditions.
- Develop information retrieval skills, including ICT, dictionaries, atlases and reference books.

At Bushfield Infants we are fortunate to have a well resourced library, a range of big books and guided readers which the teaching staff use in their literacy teaching. Each term teachers also borrow topic and literacy loans from the School Library Service linked to the year group themes. Each week opportunities are planned for shared reading, guided reading and independent reading.

## **ORGANISATION:**

- An enjoyment of books and Jolly Phonics begins in the Nursery with daily phonic and story sessions.
- Reception children are issued with a book bag, reading diary and books to share.
- Differentiated flash card groups take place daily to improve sight vocabulary and recognition of key words.
- Meetings are held with parents to discuss the development of early reading and the introduction of Jolly Phonics.
- Parents are made aware of their child's reading progress by comments in the reading diary and highlighted targets in the front of their diary.
- Children are actively encouraged to read a wide range of graded texts matched to their reading comprehension and ability.

## **WRITING.**

### **WRITING OBJECTIVES**

#### **To encourage children:**

- To write with confidence, fluency and accuracy.
- To understand the purposes and functions of written language.
- To understand and use punctuation with greater accuracy
- To use phonic skills in order to attempt own spellings.
- To organise writing in different ways. I.e. Diaries, stories, letters, observational records, instructions, accounts, captions, invitations, poems etc.
- To develop a legible style of handwriting, using line guides or lined paper when appropriate.
- To encourage children to become real writers and have the confidence to try independently.



Writing activities are planned through the school's thematic approach to the curriculum. They are provided with opportunities to write for a purpose about real, first hand experiences.

Children are encouraged to experiment as writers and to write imaginatively and creatively. They are taught basic story structures, characterisation, setting and plot.

Across the school, unaided writing is encouraged and celebrated. In the foundation stage, children are encouraged to mark make and write emergently with a range of tools.

Through continuous provision, children are constantly given opportunities to write, through both adult led and child initiated activities.

All children are taught and encouraged to use word banks, their own word books and dictionaries, and also published dictionaries and thesaurus.

See attached information regarding Boys writing.

## **HANDWRITING.**

### **HANDWRITING OBJECTIVES.**

#### **To encourage children:**

- To write clearly and fluently.
- To develop a comfortable handwriting style.
- To take pride in neat presentation.

## **FOUNDATION STAGE.**

In FS1, children are encouraged to develop fine motor skill through pre-writing activities such as tracing, streamers, sand tray, etc.

They are encouraged to use a range of mark making tools and to hold them correctly. Children are provided with a range of activities such as threading and play dough to help develop their hand muscles.

In FS2 formal letter formation is introduced using Read, Write Inc materials. These picture and rhyme resources have been carefully adapted to compliment our whole school handwriting style and provide visual and auditory clues to help children remember correct letter formation.

Children will be taught correct posture, how to hold their pencils, left to right orientation and to start and finish letters correctly.

A variety of activities will be used to develop these skills, more specifically in the reception year.

### KEY STAGE 1.

At key stage 1 the careful formation of lower case letters will continue to be taught, together with the introduction of upper case letters. As soon as they are ready, which varies according to individual need, they will be introduced to the Marion Richardson handwriting style. They will be encouraged to develop correct orientation and formation of all letters, uniform size, even spacing, consistency and growing speed. Read, Write, Inc resources will continue to be used to support letter formation. During year 2, depending on readiness, children will be taught to join up their writing. Handwriting is taught on a regular basis.

It is very important that children see good examples of handwriting through the school, therefore all whiteboard, chalkboard and easel work should be written in this style.

However, it is also recognised that children also need to be exposed to other styles of print in order for them to become familiar with their print rich environment. A range of print forms may be used as appropriate for display purposes and encouraged through the use of ICT.

Consideration is given to left handed writers. Teachers may need adapt the learning environment to suit the needs of left handed writers. For example, seating choice, positioning, position of paper.

### CROSS CURRICULAR LITERACY OPPORTUNITIES

All teachers plan together creatively to make cross curricular links through a thematic approach. They plan for children to practise and apply the skills, knowledge and understanding acquired through Literacy to other areas of the curriculum.

### USE OF ICT.

Opportunities to use ICT to support the teaching and learning in Literacy are planned into the curriculum, e.g. Smart notebook, Digital cameras, Net books, Easy speak, Story phones, Speech bubble recording devices, Photo story, Coomers, CD ROMs, Internet, Word, Espresso, Clicker, Video clips, and the visualiser.

## ASSESSMENT AND TARGET SETTING

Each term a piece of unaided writing with a common focus is assessed against agreed criteria linked to APP. Levels and sub-levels are recorded and used to track pupil progress.

Children's work is consistently marked with constructive comments and targets are identified to further improve their work.

Self and peer assessment is consistent across the whole school and has a positive impact on achievement. Pupils identify own targets.

Each term, pupil progress in reading and writing is updated on termly class and year group tracking grids and data included on O Track.

Assessment records are maintained to identify the phonic phase the child is working at and to monitor pupil progress in phonics, key words reading and writing. These records, alongside ongoing assessments and termly testing are used to inform the levels of achievement identified on tracking grids.

Data within O Track system enables analysis of individual, specific groups and whole class progress.

APP grids are used to assess individual pupil progress in speaking and listening.

Foundation stage staff, including lunchtime supervisors, use ongoing observations to assess pupil progress and to inform future planning in Communication, Language and Literacy. (CLL)

## INCLUSION.

At Bushfield Infants, we provide a range of opportunities and experiences to enable all children to achieve their full potential. Under-achieving pupils are identified early and steps taken to improve attainment through appropriate intervention. (See Provision Map.) Gifted and talented pupils are identified and suitable challenges are provided.

Through appropriate curricular provision, we respect that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences

## EQUAL OPPORTUNITIES.

All children are provided with equal access to Communication, Language and Literacy through an enriched, broad and balanced curriculum. We provide exciting opportunities and inspirational experiences regardless of gender, ethnicity or home background.

The whole school, including Senior Management, Governors, teaching and non-teaching staff all share responsibility for providing a range of high quality experiences which will have a significant impact on pupils interaction and communication skills. Everyone is accountable for raising standards of attainment.

## THE ROLE OF SUBJECT LEADER.

The subject leader shares responsibility alongside Senior Management Team for leading improvement in standards of learning and teaching in Literacy through monitoring and evaluating:

- Children's progress
- The quality of the learning environment.
- The quality of teaching and learning.
- Planning.
- Use of support staff.
- Supporting staff with CPD.
- Leading appropriate staff meetings.
- Disseminate information from relevant training.
- Liaise with governor responsible for Interaction, Communication and literacy.

They are required to take the lead in subject development by keeping staff up to date with both local and National initiatives.

They are expected to contribute to The School development Plan.

They are expected to attend relevant subject meetings and Network groups.

**This policy should be read in conjunction with the following school policies:**

- Teaching and Learning policy.
- Assessment and record keeping Policy.
- Marking Policy.
- SEN Policy.
- ICT Policy.
- Equal opportunities Policy.
- Subject policies