

English, Communication, Language and Literacy

Intent

Developing communication skills is a fundamental part of the education provided at King's Infant School. We aim for children to be confident communicators who actively share their thoughts, feelings and interests with others. We acknowledge that communication is key to building relationships and therefore we carefully plan for each and every child's development of communication.

The primary language used in school is English and children are immersed in English with one Spanish language session provided in Nursery each week which gradually increases year on year up to 4 sessions per week in Y2. This is in order for children to develop understanding of the language spoken in the country they live, helping them to develop a cultural awareness as well as building friendships through play.

The sole purpose of Literacy is to promote high standards of language by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Implementation

Communication

We consistently use Makaton signs throughout classes from Pre Nursery to Year 2. This includes hand gestures and visual signs to assist in children's communication when oral language is still developing and may be difficult to understand. Basic signs are shared with families through parent workshops, short videos and songs.

We encourage children to participate using the language being used, which most commonly is English. However if a child is unable to do so we encourage participation in any language they feel comfortable using and translate where possible to enable participation.

We recognise that communication is not only oral speech but also includes a wide variety of Time is built into the curriculum to provide space for children to speak in small groups and listen to each other. This is provided at least daily through our 'family group time' sessions in our Early Years classes and by working in small learning groups in our Key Stage 1 classes. In Pre Nursery, the children learn and practise new vocabulary through carefully chosen songs.

We develop oral language through the sharing of children's own invented stories (Helicopter stories part of the MakeBelieveArts project) in Nursery and Reception and the memorisation and

reinvention of learnt stories (Talk for Writing) in Reception, Year 1 and Year 2 as well as children sharing and presenting their work within class.

Language

We understand the importance of early detection of speech and language difficulty and delay and have a speech and language therapist who works alongside teachers and support assistants to advise on activities or to suggest referrals. We are able to offer private speech and language therapy to those children who require this support at an additional cost, delivered during the school day.

other forms of communication and expression which includes children's gestures, drawings, marks made, writing and body language.

We recognise that the vast majority of children in our school community have English as an additional language and we foster a multilingual environment making references to the languages spoken in our school community. We ensure focus is given in teaching to develop the spoken language with particular focus on vocabulary extension and comprehension. We also recognise that some children from Y1 and above may benefit from additional English Language support to access the full curriculum we provide in English. This is offered at an additional cost and is delivered during the school day.

We provide further opportunities to learn additional languages in our extra curricular activities, which is taught after school, this is currently Chinese and French. Interest in languages is reconsidered with our families each year and may change to incorporate other modern foreign language classes, for example in previous years, German.

By using this multilingual approach to learning and communicating through language we support and encourage each child's full linguistic repertoire to be used and valued. This includes children who speak Russian at home to make their own learning visible through the use of their own Russian language whether it is in written or spoken form. Opportunities are provided throughout the school to translate learning into each language used by the children which support them in making these linguistic connections in their learning.

Literacy

Phonics

We begin delivering daily phonics when children show reading readiness which is usually in Nursery. Children are grouped by ability not age and groups are frequently changed to take into account progress made. We follow the main aspects of the Read Write Inc. programme developed by Ruth Miskin. Staff receive regular training to ensure a consistent approach is used through the school in all groups. Progress is tracked regularly and ensures children receive intervention if needed and move to a group rapidly if they require more challenge. Once children

are able to read with fluency and have comprehension of their reading they move out of the phonics programme and into a stretch and challenge group which work on learning complex spelling patterns.

Reading

We acknowledge the importance of pre reading skills and work hard to develop parental understanding of these through termly parental workshops and webinars. Key skills are recognised from Mary Clay's work on Concept of Print.

Reading opportunities are used widely in the curriculum. Children are expected to use the reading skills in their lessons such as in Rainbow Challenge where a range of tasks and instructions are shared in written form. Each class has a library session and they are encouraged to read for pleasure by selecting books from our school library where they can return a book, choose a new book to take home and have time to enjoy books in a relaxed and calm space. We use Ditty books from the RWI scheme when children are reading ready which progresses to the Oxford Reading Scheme. Children in Reception and Key Stage 1 also have guided reading where as a class they explore a rich text and are supported to access a book at a higher level to that of their own reading ability.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, and rich texts, play a key role in development.

Reading is a gateway into unfamiliar places, other people and alternative experiences.

We also believe that reading enables pupils both to acquire knowledge and to build on what they already know. We also believe that reading is at the core of knowledge-based learning and enables pupils to make connections.

Children in our school have access to high quality texts within the classroom and out,. The children have experiences of reading for different purposes such as recipes, information texts, stories and letters.

Writing

We provide opportunities for children to become curious about writing by making links to reading and print in the environment. We provide a multitude of opportunities for children to explore mark making and encourage meaning to be given to the marks they make. This enables children from a very young age to make the link with self expression and physical marks. As children grow older we begin to teach pre-writing patterns that form the shapes and lines needed in the English alphabet.

Once children have developed fine motor control we teach letter formation by referencing the sounds introduced in our phonics scheme and consistently using rhymes across the school to write each letter correctly. Alongside this, we model and encourage play opportunities for children to write and record thinking. We base this approach on the 'emergent writing model' which values written contributions in all forms and makes it clear that communication can be shared in writing even when children have to decode this to others. This approach enables

children to feel like competent writers from a very early age and to gradually develop writing which is recognisable and decodable, in a similar way to speech. As writing becomes more conventional in letter formation and spelling the benefit of others being able to understand their writing without a need for translation becomes apparent. Children are encouraged in small group work to practise writing skills which are taught discretely in their daily phonics sessions.

We value the process of writing and practice regularly to build strong, confident writers over time, children are given writing opportunities in play as well as independent writing sessions. Good thinking is the foundation of good writing, and high quality class texts linked to our curriculum allow children to develop their ideas and writers voice around key concepts as well as 'Talk for Writing' which allows children to build their knowledge and understanding and explore ideas creatively before they begin writing. Writing is taught through models so children learn in a meaningful context which they can apply to their own writing. Writing opportunities are purposeful and engaging, with a focus on the audience to shape the style and tone of the text.

Impact

We aim that by the end of KS1 all of our children have made considerable progress from their starting points in EYFS. With the implementation of a whole school approach to Writing and immersion in writing activities from Pre-Nursery through to Year 2, our children are becoming more confident writers. By the time they come to the end of KS1, most genres of writing are familiar to them and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Our children also become more confident, fluent readers and they realise the importance of reading for pleasure along with reading for information and knowledge. Our children will have a passion and love for reading where they can understand the world around them. By the end of KS1 the majority of our children will be reading beyond their age related expected level and all of our children will be reading at the expected level for their age. This is achieved through our robust phonics planning and excellent tracking of individual progress at seven key points in the academic year.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lessons are transferred into other subjects; this shows consolidation of skills, progression and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We aim to ensure that as children move on from us to the other King's School's at the end of Year 2, that their creativity and passion for English and high aspirations travel with them and continue to grow and develop as they do.

