

Policy Title:	Communication, Language and Literacy Policy	
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Author & Role	L Melling / A Powell – Subject Leaders	
Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell	M Maher
Date of signature:		
Outcome:	This Policy: sets out the CLL framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment.	
Cross Reference:	Assessment, Recording and Reporting Policy Computing and ICT Policy Health and Safety Policy Online Safety Policy Single Equality Policy Teaching and Learning Policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Communication, Language and Literacy Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of Communication, Language and Literacy. It sets out a framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching and support staff, school governors, parents' advisers and inspectors as appropriate.

Aims:

To support and develop the communication, language and literacy all pupils as appropriate to the individual child.

To ensure that teaching and learning in Communication, Language and Literacy is interesting and motivating for all pupils to ensure optimum progress.

To ensure that all children have or are developing the ability to communicate meaningfully with those around them.

Objectives:

- ❖ To develop pupil's key skills in all areas of literacy including body movement, facial expression, signing, verbal communication, reading and writing.
- ❖ To develop communication through meaningful, multi-sensory experiences for those pupils working within a sensory curriculum.
- ❖ To develop and extend opportunities arising from pupils' first-hand experiences and interests to make learning purposeful and enjoyable.
- ❖ To consolidate language skills through play and everyday routines.
- ❖ To link language with thinking processes in a range of curricular contexts in order to apply and develop their language and cognitive skills.
- ❖ To enable non-verbal pupils to access learning and communicate effectively using a range of AAC including sign, symbols and communication devices.
- ❖ To enable pupils to feel confident to communicate their thoughts and feelings with adults and peers in a range of social situations.
- ❖ To plan an environment that reflects the importance of language including notices, signs and books.
- ❖ To enable pupils to read sight vocabulary in their everyday environment in order to become more independent.

- ❖ To develop pupil's knowledge, understanding, appreciation and enjoyment of a wide range of fiction and non-fiction text, and to enable them to develop preferences and make informed choices.
- ❖ To teach pupils to read fluently and with understanding, using appropriate reading methods.
- ❖ To develop pupil's ability to use information texts and to locate, extract and use relevant information.
- ❖ To develop writing skills by providing children with the opportunity to see adults writing and for children to experiment with writing from mark making to conventional script.
- ❖ To strive to be able to write for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence.
- ❖ To promote a wide use of ICT and media texts as a medium for the further development of language across the curriculum.

Phonics

Phonics is taught following the Sounds Write programme. Children will begin the sounds write programme once they have acquired pre-phonics skills i.e. 1:1 matching skills through accessing our in-house pre-phonics curriculum. On entry, children will be assessed and signposted to the relevant phonics pathways.

Reading

Reading is taught both discretely and as an integral part of the Literacy curriculum, it is an essential skill for life outside of school.

Reading Schemes

Pupils have access to a wide range of books including phonic books, whole language books and 'real' books. Our schemes include Dandelion, Oxford Reading Tree, Jolly Phonics, Clicker and more which are banded to correspond with the Sounds Write programme, meaning that all pupils have a developmentally appropriate reading book. Pupils are encouraged to take part in phonic reading, reading for understanding and enjoyment. Pupils have the opportunity to take these books home to read to parents, read independently and read to teachers regularly.

Reading as part of the curriculum

Reading is taught through Literacy lessons, in a wider context as well as explicitly and is integrated into all taught subjects across the curriculum. Pupils have access to a wide range of books including fiction, non-fiction and poetry.

Guided Reading

Pupils have access to guided reading sessions as part of Phonics and Literacy using a range of phonic and whole language texts from our library and reading schemes.

Wider reading opportunities

Pupils should have the opportunity to choose and take home books from our reading library to encourage an enjoyment of reading and independent choice. Pupils should be encouraged to choose a book that is appropriate to their age and reading level. Pupils have the opportunity to take part in regular visits to our local library.

Writing

At Astley park school we value all pupils' attempts to write from mark making to attempting letter shapes. Alongside emergent writing, spelling is taught. Spelling is taught through the structured Sounds Write programme.

Handwriting -see handwriting policy.

Vocabulary, Grammar and Punctuation

One of the most important aspects is the teaching of vocabulary. More able pupils follow the progression of skills for punctuation and grammar. They are also taught to use dictionaries and thesauruses to extend their writing.

Composition

When teaching composition the reading and writing this sequence is followed:

- Creating interest
- Reading response and reading analysis
- Gathering content
- Planning and writing
- The final presentation

Strategies to develop writing

It is important that pupils have a go at writing and their attempts are always valued.

- Modelled writing - where the adult models their ideas and then models the writing
- Shared writing - collaborative writing with the pupils contributing their ideas with an adult scribe
- Guided writing- adult guide the pupils in their writing
- Scaffolded writing- adult provides written support
- Independent writing- pupils have a go and their attempts are valued

Cross curricular writing

All opportunities should be taken to develop writing across the curriculum. Staff should take the opportunity to model writing for pupils and provide meaningful opportunity for pupils to write across the curriculum.

Skills for writing

Many of our pupils find writing difficult for a number of reasons. It is important that we identify these and work on these discretely and explicitly as part of the curriculum and through additional support. There are a number of skills needed to be able to write successfully, which should be considered in order to develop our pupils' writing.

These may include:

Fine motor skills, motor planning skills, visual perception skills, hand-eye co-ordination, visual-motor integration, spatial perception, sensory feedback, cognitive and language ability and organization and problem-solving skills

Speaking & Listening

Communication is at the heart of all teaching at Astley park school. All pupils are taught to listen and respond appropriately to adults and their peers. We have a personalised approach to developing pupils' communication skills for pupils who are both verbal and non-verbal.

This approach includes: -

- Speaking and Listening half-termly targets
- Speech and language therapy programmes
- Communication groups
- Developing vocabulary across the curriculum
- Specialist resources and equipment
- Drama activities to develop an understanding of texts and increase confidence in the use of spoken language

Communication

Astley park school aims to develop a clearly understood approach which does not leave language and communication development to chance but instead provides consistency, clarity and the opportunity to measure individual progress.

Language is not restricted to verbal expression and comprehension – it includes other forms of communication such as the use of signing and symbols.

Language and communication development is a continual and cross – curricular activity and happens throughout the whole school day.

There are opportunities during: -

- teaching sessions, formal and informal, and general activities
- social times, in the playground, snacks and lunch times and educational and community visits
- times of transition, arriving at school and going home
- movement around the school, in the corridors.

Some pupils require access to Augmentative and Alternative Communication (AAC) systems. Signs and symbols, photographs and objects of reference are an essential part of the day to day language and communication, which is taking place in school. It is important that there is consistency and continuity in the use of signing and symbols.

Signing:

- The school's signing system is Signalong. All staff should use Signalong to support verbal language at every appropriate opportunity.
- Signing should be clear and accessible to pupils. Attention should be paid to the language level of the individual. Sign only key words rather than whole sentences.
- Verbal expression, facial expression and the maximum use of cues to help the child understand should always accompany signing.
- Signing should be consistent to avoid confusion.

Symbols:

- The symbol system used throughout the school is Wigit 'Communicate in Print'.
- Display work in the corridors and classrooms should, wherever possible and appropriate, have symbols and written descriptions. The symbols and written descriptions should be kept to a minimum and only contain key words.
- Symbols should always be placed at children's eye level.
- Consideration should be given to visual contrast of symbols. Also, size, thickness, associated typeface and word size in proportion to the image should provide maximum clarity and fitness for purpose.
- Similar to signing, symbols should be in evidence in every class in the school to ensure consistency and continuity. However, the extent of the use of symbols has to be a decision for the individual style of the class team and the nature and ability of the children in the class.

Photographs:

The use of photographs is also an important part of the AAC used within school. Photographs can be used in conjunction with symbols to help children understand the link.

Objects of Reference:

The use of objects is a means by which pupils can be helped to make sense of their world and develop understanding of events. An object is presented to the child with accompanying language to prepare the child for the event that is to follow e.g. before pupil goes to hall for bus groups they are given a bus which they take along with them to hold and explore and are told it is bus group time. Over a period of time, with constant practice, the object of reference should cue the pupil to anticipate the activity to follow.

Differentiation

The development of children's language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing). Meticulous planning, accurate assessment and a thorough understanding of each child's needs will ensure that teaching approaches and resources are appropriately matched to individual pupils, including the more able and those children with specific learning needs, across year all groups.

Planning

Whole school planning makes effective use of the potential contribution of other curricular areas and ensures continuity and progression between year groups, classes and Key Stages. Regular communication takes place between staff at all levels of planning.

The National Curriculum has been successfully mapped out across all Key Stages to ensure thorough coverage of all literacy objectives. These objectives are taught through motivating themes which reflect the interest of the learners. Class teachers are responsible for using these resources alongside each child's individual BSquared assessment to devise Medium Term Plans which detail personalised and developmentally appropriate objectives for children with extension materials available to challenge all. The Literacy Subject leader has responsibility for overseeing planning, and will monitor progress through half termly planning, which will identify specific learning outcomes.

The pupil's progress and achievement is measured using a range of diagnostic, formative and summative assessment procedures, which both monitor progress and inform future planning.

These include:

- Classroom observation
- Individual assessment and teaching
- Collaborative work with therapists
- Screening and diagnostic tests including the Salford Reading Test, Access Reading Assessment, PIRA assessment & Sounds Write Initial Screening.
- Phonics will be assessed using the Initial and Extended Decoding Assessment.
- Video recording and formative feedback

Individual progress is recorded via Evidence for Learning for all pupils across the provision and is regularly monitored by the Lead Practitioners and the English Subject Specialist. Progress is reported through the Evidence for Learning platform using the parent view tool. Pupils will be encouraged to assess and evaluate their own performance throughout the school using effective Assessment for Learning strategies. Their work will be marked positively and constructively in relation to their own previous performance.

Pupil's progress will be monitored in relation to the specified learning outcomes. Plans may be modified according to pupil progress. Staff meetings may include discussions of general progress, approaches to planning and analysis of samples of pupils' work. Half termly In-House and termly external moderation triangulates quality judgements across the provision.

Resources and their deployment

The guiding principle for the deployment of resources is one of ensuring full access to the curriculum for all pupils. Materials will be provided which will be appropriate to the range of pupils' interests and abilities. Extension materials will be available for

the more able, while reinforcement of core skills and concepts will require appropriately designed resources for the less able. We aim to ensure that all pupils are confident in the use a wide range of resources effectively, e.g. audio-visual aids, hardware for information and communications technology and printed materials.

The variety of resources available include:

- A wide range of book and non-book materials and tasks to suit pupils of differing abilities and interests.
- A range of ICT resources (see ICT policy).
- An adequate stock of books, magazines, newspapers and other materials in the school library and in classrooms which reflect the interests and needs of all pupils.
- A variety of appropriate games and activities which will be integrated into day-to-day teaching and learning.
- Custom made and personalised photo albums and reading books made for individual pupils
- Wide selection of commercially-produced graded reading scheme materials.
- Agreed commercially produced Phonics programme – Sounds Write
- Agreed commercially produced handwriting programme - Penpals

All resources will be well-designed and kept in well-managed storage and deployed around classrooms. A catalogue of resources and their location will be kept up to date by the CLL Specialist Team. Pupils will be able to gain easy access thus ensuring the promotion of autonomy in the pupil's use of resources.

Schemes of work and half termly planning will indicate a planned use of available resources and show progression and continuity within the curriculum.

Cross-Curricular Issues

The central concern of all our teaching is to develop pupils' abilities to think, explore and communicate (verbally, non-verbally, using communication devices), as well as to offer a wide and varied range of experiences. While the English 'lesson' is useful and necessary for most pupils, many language and literacy skills can be promoted and delivered through other areas of learning and cross-curricular themes.

The Role of Computing in Supporting and Developing Literacy and Language

We aim to make maximum use of ICT across the curriculum to promote the pupils' literacy and language skills, as well as developing competence in ICT skills. All pupils will have the opportunity to access computers and other appropriate technology using assistive devices that meet their individual needs. For instance, giving pupils the opportunity to listen to sounds on a switch program which allows less able pupils to develop the skill of active listening. More able pupils will have the opportunity to use word processing programs such as MS Word, Communicate in Print and Clicker to develop concepts such as capitalisation and sentence structure, as well as spelling and drafting work. There are many software packages that encourage reading and discussion, as well as C2K software titles that support reading schemes such as Wellington Square and Oxford Reading Tree. The Internet opens up a whole new world to our pupils, and it can be used to develop and foster skills such as reading, listening, thinking, writing, and researching to name but a few.

The Range of ICT Resources available include:

Word processors
 Communicate in Print
 iPad communication apps (Proloquo2go, Speak for Yourself)
 Concept Keyboards
 Interactive Whiteboards
 Augmentative and Alternative Communication devices (AAC)
 C2K (with Internet access, and a wide range of SEN programs)
 Other suitable software e.g. Living Books, Board maker etc

For further details see Computing and ICT Policy

Assessment

Assessment is used to inform planning and subsequently future teaching and learning and to contribute to the pupil's record. Continuous assessment by Assessment for Learning and teacher observation is carried out and recorded on B².

See Assessment, Recording and Reporting Policy

Cross curricular links

Spiritual, Moral, Social, and Cultural Development in Literacy

Literacy promotes the following:

Spiritual development – helps pupils to understand their own place in the world through communication and interaction with others. Literacy allows pupils to express their own views and helps to develop the ability to discuss their beliefs through speaking and listening activities.

Moral Development – Through helping the pupils to develop independent thinking skills in order take initiative in difficult situations. Literacy develops pupils' ability to listen to others and respond accordingly.

Social development – Through helping pupils to understand different social situations through a range of fiction and non-fiction texts, magazines and social stories. Literacy also develops pupils' ability to communicate effectively in a range of social contexts.

Cultural development – Through exploring different walks of life in books from a range of different cultures and work in role.

Organisation

Subject specialist role

All teachers in Astley Park School accept shared responsibility for promoting Communication, Language and Literacy throughout the school. However, the literacy

subject leaders i.e. Lucy Melling and Anne Powell have responsibility for overseeing this work in liaison with all staff; their primary duties include:

- ❖ The provision of leadership and direction in promoting Literacy.
- ❖ The encouragement of high standards of teaching and learning, with particular responsibility for Communication, Language and Literacy across the curriculum.
- ❖ The development and maintenance of a school Literacy Policy in consultation with all staff.
- ❖ The support and motivation for colleagues in ensuring that the needs and aspirations of pupils are met, language teaching is managed and organised to meet school aims, and that standards of achievement are raised.
- ❖ The setting of priorities and targets, in liaison with staff, to improve provision.
- ❖ The identification of needs in the area of language in relation to the needs of the school.
- ❖ Contribution to monitoring and evaluation procedures.
- ❖ Commitment to her own on-going professional development, and subsequent informing of the rest of the staff of recent curriculum innovations and research in the area of Literacy.

The teacher's role is:

- to build up a caring, trusting and supportive relationship where different points of view are listened to and self-esteem is developed
- to be flexible in approaches; and to be sensitive to differences in pupil's learning styles and rates of learning;
- to be aware of own language use and position as a role model;
- to avoid negative responses to pupil's contributions;
- to use effective questioning to promote all aspects of learning in English;
- to be aware of the need for careful planning progressively across the curriculum, differentiating where appropriate;
- to recognise that skills need to be taught throughout the school;
- to keep records and monitor progress;
- to review and evaluate policy and progress regularly
- to direct classroom assistants to work with individuals or small groups.

Resources

Resources are kept in the resource room and should be used and returned accordingly. It is the responsibility of the subject leader and class teacher to ensure adequate maintenance and replacement of resources and materials.

Further resources include:

- Pupil's own experiences
- Experiences of those people known to them
- Experiences of visitors
- Local environment and beyond

Health and Safety

Guidelines in the Health and Safety Policy will apply with regard to the use of ICT, all school-based activities and out of school activities relating to English.

Inclusion

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have the equal opportunity to access to the curriculum and make the greatest progress possible.

