



PRE-PREPARATORY DEPARTMENT

Curriculum Policy for Communication, Language and Literacy in the Early Years Foundation Stage

School Mission Statement:

***“Learning and growing in
the light of the gospel”***

WITHIN THE POLICY:

- Aims and Objectives
- Strategies for Learning / Development Matters
- Activities

AIMS AND OBJECTIVES

These will link with the developmental matters in the practice guidance for the Early Years Foundation Stage.

To develop, extend and enrich the skills of communication which the child has in order to enable the child to function effectively as a member of society.

Communication and Language and Literacy permeates all areas of the Pre-Preparatory Department. The Pre-Preparatory Department, as a whole, is organised in order to promote and enhance development in Communication and Language and Literacy and to promote positive images and role models for the children. The environment is one in which Communication and Language and Literacy skills can be nurtured and developed and provides visual auditory and tactile experiences to act as a stimulus to the children.

COMMUNICATION AND LANGUAGE

Listening and Attention

Children will be provided with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share in others' feelings and thoughts.

Activities will help the children to develop imagination and aesthetic awareness and to develop the ability to respond to their own experiences and those of others. They will also help to focus attention and allow children to respond to what they hear with relevant comments.

Understanding

Children will be given the opportunity to respond to simple instructions, stories and answer 'what', 'how' and 'why' questions. They will learn to understand prepositions by responding physically.

Speaking

Children will be given the opportunity to use, explore and develop skills in verbal communication. They will be encouraged to widen their vocabulary, question and use talk to connect their ideas as well as use language to recreate roles and experiences in their play.

Activities will support the children in forming relationships with both peers and adults, interacting with others and in expressing their thoughts and feelings. The children will learn to use the spoken word as a means of conveying information, sharing and receiving ideas.

LITERACY

Reading

An enjoyment of all books and sources of written print will be fostered within the children. Activities will enable children to develop skills to gather information from print, choose favourite stories and rhymes and examine story structure.

Children will learn how to recognise sounds and words, recognise rhyme within books. Segment and blend simple words and track correctly from left to right and treat books with care.

Books will be placed in all areas of the classroom and link to the activities provided.

Writing

Children will be provided with opportunities to explore and develop skills used in writing as a means of communication. They will be encouraged to 'mark' make and ascribe meaning to the marks.

Activities will enable children to link sounds correctly and use identifiable letters to communicate meaning. Writing areas within each classroom and role play area will provide opportunities for 'free' writing. Paper and clipboards will be available in all areas of the classroom.

STRATEGIES FOR LEARNING

Operating Policy

- Children will be provided with opportunities to communicate thoughts, ideas and feelings and build up relationships with adults and each other.
- Communication and Language and Literacy activities will be planned into every area of the Early Years Foundation Stage curriculum, using a range of resources from rhymes, music, songs, poetry, stories, fiction and non-fiction books, use of interactive whiteboard, classroom computer and access to the computer suite.
- Opportunities will be provided for linking language with physical movement in action songs and rhymes, role-play and other practical experiences.
- Children will occupy an environment that reflects the importance of language through labelled resources, signs, notices, books and their own mark making areas within the classroom.
- Children will see adults writing and will experience for themselves writing through making marks and personal writing symbols.

- Time will be provided to develop spoken language through conversations between children and adults, one to one and in small groups. Children will be aware of and sensitive to the needs of special needs children and children for whom English is a second language and therefore will be aware of other languages and the signing and Braille systems.
- Teachers will identify and respond to any particular difficulties in children's development.
- Teachers will work closely with both special needs teachers and advisors and outside special needs practitioners.
- Weekly focus on phonics, through the 'Letters and Sounds' document, linked with the Jolly Phonics programme and High Frequency Reception words, then Year 1 & 2 words.
- Rhyme and Analogy tapes – rhyming strings and word families.

ACTIVITIES

Listening

- Saying and singing rhymes (alt endings)
- talking tin lids and turtles in the water tray
- story-telling to friends and groups
- making up stories
- alliterative jingles
- sound lotto games, ie alphabet lotto, animal sounds, high frequency words etc.
- sound walks around school and grounds and on trips out of school
- following instructions
- news telling to friends in large groups
- responses to each other's PSCHÉ news each week
- listening centre and tapes, talking storybooks, rhymes and stories
- tape recorder to record themselves – CD player to listen to with a variety of music
- Using sand-timers to extend concentration.

Understanding

- Shared experiences that reflect upon stories that can be re-enacted
- Role play with props and materials
- Talking to parents about language at home
- Practical experiences that encourage questioning
- Books, puppets for storytelling

Speaking

- one to one discussion (story session daily)
- paired work (negotiating ideas)
- group discussions (carpet time)
- role play (across all curriculum areas)
- reading poems, big books, non-fiction texts
- nursery rhymes and action songs
- sequencing stories based on pictures
- story telling following strong stimuli
- role play using puppets.
- Familiar photographs/pictures for them to talk about
- Range of experiences to expand language
- Discussion time
- Collaborative tasks, ie construction, food, role-play
- Show and tell time (weekly)
- Model-making, sharing ideas
- Brainstorming key vocabulary, mind maps modelled on the board

Writing and Handwriting

- free play writing table for mark making including paper, envelopes, stamps, variety of media, staplers etc.
- free play with paper/wipe boards/chalk boards and associated writing equipment and magnetic boards with magnetic letters, sand trays, paint
- modelling and sensory sound play with dough, plasticine and clay
- colouring and a variety of media for different purposes
- tracing over and rubbing lines, dots, shapes and letters, highlighter pens, copying lines, shapes and letters
- dot-to-dot drawings
- writing for a purpose, shopping lists, lists of names, menus, invitations, creative story writing, handwriting, cards
- emergent writing – starting with mark making, then writing symbols, moving onto writing letters and spelling words for themselves (in a variety of forms, letters, stories, lists etc.) with the support of an adult, then independently.
- Modelling sessions with an adult
- Mark-making opportunities in the role play areas (inside and outside)
- Games that help create rhyming strings
- Synthetic phonic sessions (when the children are ready)

(Reviewed PSF & ND August 2016)