

## Literacy across the Curriculum policy

### Introduction

Literacy and language are crucial factors in children's development. In Ysgol Bro Cynllaith it is particularly important for our children because many of them do not bring extensive experience of literacy from home. The introduction of the LNF as a statutory requirement from September 2013 has prompted a review of our Language, Literacy and Communication policy together with the development of a Literacy across the Curriculum policy. The Language, Literacy and Communication policy sets out in more detail our approach to teaching children to speak, listen, read and write. This Literacy across the Curriculum policy focuses on those skills which are important for learning and their use in all areas.

### Definition

Language is a form of communication used to express thoughts, ideas, feelings, emotions and information. As well as being a tool for communicating, language is also a tool for thinking and is closely linked to children's cognitive development.

Language is a means by which children learn about the world and communicate with their peers and practitioners. It is crucial in enhancing their cognitive development and in the way they go about solving problems and forming relationships.

It is important that the different elements of language and literacy are seen as linking and having a purpose so they should not be taught in isolation from each other. Literacy skills are developed through real life and meaningful experiences for the children.

Language, Literacy and Communication Skills relate to of the progressive development of children's skills in:

- speaking; • listening; • reading; • writing;
- communicating

Children are immersed in language experiences and activities. Their skills develop through talking, signing/communicating and listening. They should be encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media and by building on previous experiences.

They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software. They should have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences. They should be helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English. Language skills learned in one language should support the development of knowledge and skills in another language.

#### Aims

- To provide meaningful and enjoyable experiences, as defined by the Foundation Phase curriculum, through which ideas can be explored.
- To provide a stimulating and exciting environment for learning to take place where all children reach their potential and develop positive attitudes to developing their language, literacy and communication skills.
- To help children become confident in their language, literacy and communication abilities.
- To encourage the effective use of language, literacy and communication skills as a tool across the curriculum and in real life.
- To develop confidence and competence in using language, literacy and communication skills.
- To encourage children to contribute their own ideas to discussions.
- To encourage children to work independently and have the ability to work in
- cooperation with others.
- To provide all children with stimulating and developmentally appropriate language activities.
- To challenge children and value their efforts, to give a sense of achievement.

- To support children in developing the skills to be effective lifelong learners.
- To foster children's curiosity and interest in the world about them by being better
- able to understand information and questions and order their thoughts.
- To foster children's imagination through allowing language experiences to feed their imagination and using their own language skills as the vehicle for the expression.
- These can be achieved through the process of experiential learning which:
  - is central to good practice in the education of young children;
  - is fun and active;
  - starts with the child's past or present experience;
  - enables all children to feel successful;
  - is visually stimulating and encourages curiosity;
  - uses resources effectively and provides opportunities for children to talk about
  - their experiences and learning;
  - uses a variety of approaches and styles of learning and teaching;
  - encourages independent thinking;
  - values all children's contributions, builds confidence and rewards effort;
  - relates learning to children themselves, their own lives and the real world;
  - relates learning to all areas of learning within the Foundation Phase curriculum;
  - allows for new learning;
  - allows the practice of skills.
- See Appendix 1 (page 203) for specific definitions and aims for speaking, listening, reading, writing and communication skills.

### Skill development

The following skills are essential to this area of learning and can also be developed across the curriculum.

- Observing.
- Investigating.
- Exploring.
- Listening.
- Decision making.
- Describing.
- Asking and answering questions.
- Problem solving.
- Communicating.
- Reflecting and evaluating.
- Persevering.
- Discussing.
- Presenting and recording.
- Collaborating.

### Learning and teaching

Effective learning and teaching involve a variety of styles and strategies. Teachers identify the most appropriate methods to best support the learning of the children they are teaching. These are encompassed in an enquiry and investigation context, with an emphasis placed on first-hand experience. We aim to access the knowledge and skills that children bring with them and to provide them with experiences that will help them to develop their level of knowledge and understanding. The quality of questioning and talk is a central feature of Language, Literacy and Communication Skills within the school. Children are encouraged to work as individuals, in pairs and in groups.

We use a variety of learning styles in the teaching of Language, Literacy and Communication Skills as recommended in the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* and the National Literacy Programme

Our principal aim is to develop children's skills, knowledge and understanding in Language, Literacy and Communication. We do this through regular activities that have a high proportion of group teaching. The children have the opportunity to experience a wide range of texts and use a range of resources.

There are children with differing abilities in all classes at Ysgol Bro Cynllaith. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, differentiated activities, small-group work or individuals developing their own ideas. Teaching assistants support children and enable work to be matched to the needs of the individual. Where appropriate, children are encouraged to use ICT to enhance their learning. Whenever possible we encourage children to use and apply their learning to other areas of the curriculum.

### Planning

Our Language, Literacy and Communication Skills planning is in three phases (long, medium and short term). It is based on the *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* and the National Literacy Programme, which clearly identify the range of experiences which all children should have and the skills which they should be taught.

The short-term fortnightly planning focuses on specific learning outcomes and is differentiated. Each member of staff plans their Language, Literacy and Communication sessions for their own class daily, taking into account the differing abilities of the children. This can be with small or large groups of children depending on ability. Staff reflect on and evaluate their planning to decide the best way forward.

### Assessment, reporting and recording

Throughout the school we assess the children's work in Language, Literacy and Communication Skills by making informal judgements as we observe them. The *Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales* is used to assess children against the Foundation Phase Outcomes on a termly basis. These assessments are monitored by the headteacher.

Children have individual targets in language which are negotiated with the teacher and are assessed by both teacher and learner at the end of a piece of work.

A Language, Literacy and Communication Skills portfolio has been developed for each year group which exemplifies what the expected level of achievement is in Language, Literacy and Communication Skills at each Foundation Phase Outcome. This is used to support staff in making judgements about children's progress.

This area of learning is included in our school-wide 'Listening to Learners' programme – children's comments are analysed and influence the future development of Language, Literacy and Communication Skills across the school.

As Language, Literacy and Communication Skills is a core Area of Learning, children's achievements are reported to the LA at the end of the Foundation Phase.

#### [Intervention programmes](#)

We have a range of intervention programmes to support children with language development needs, I.e Catch-up and Toe by Toe

#### [Language, Literacy and Communication Skills coordinator team](#)

The Language, Literacy and Communication Skills coordinator team consists of four senior members of staff whose role is to:

- support and advise in policy development;
- help ensure continuity and progression throughout the school;
- support colleagues in their planning and assessment activities;
- monitor progress and advise the headteacher on any action needed;
- monitor resources;
- keep up to date with any curriculum developments and to disseminate information to colleagues as appropriate;
- help with training and CPD for all school staff.

### Equal opportunities and special educational needs

We aim to provide a curriculum to which all children have access, differentiating work appropriately by taking account of ability as well as individual cultural backgrounds and linguistic needs. When teaching Language, Literacy and Communication Skills we take into account the targets set for the children in their Individual Learning Plans (ILPs).

We take positive steps to ensure that the contribution of all children is valued and that children work together with cooperation and understanding, learning from one another's varied experiences. Our teaching challenges racial prejudices and stereotypes and we foster children's critical awareness of bias, inequality and justice.

Every effort is made to ensure that Language, Literacy and Communication Skills experiences are equally interesting for boys and girls. Provision is made for children with physical and sensory difficulties using appropriate methods.

### Language, Literacy and Communication Skills across the curriculum

Effective provision for the development of Language, Literacy and Communication Skills needs careful planning across all areas of learning to ensure that children have opportunities to develop, apply and extend their skills of communication, speaking, listening, reading and writing through a variety of media. There are many opportunities to develop these within the other areas of learning and within the different teaching areas in the school, for example:

#### Personal and Social Development, Well-being and Cultural Diversity

- Through role/imaginative play children have opportunities to discuss and communicate different emotions with others in order to develop their personal and social skills.
- Through listening to events (happy and sad) that have happened to others, they can discuss or record how they think they might have felt in the same situation.
- Mathematical Development
- Children's mathematical language can be developed through handling 3-D and 2-D shapes, by describing the properties of these shapes.
- Through problem-solving activities and the use of relevant questions such as 'What do you think might happen next?' children's thinking and speaking skills can be developed, through suggesting relevant and possible answers/solutions.

## Welsh Language Development

- Opportunities for children to listen to simple rhymes/songs/stories in Welsh, through to writing sentences about their favourite stories, activities undertaken or visits made in the community.
- Listening to and talking about stories from around the world and writing recipes for food from different cultures.
- Knowledge and Understanding of the World
- Recording pictorial through to written accounts of investigations undertaken in both the indoor and outdoor environments.
- Children giving directions on their journey to school orally, pictorially or in writing. Physical Development
- Listening to instructions/directions in movement activities.
- Making lists and rules of how to keep healthy and safe in their immediate and local environments.
- Creative Development
- Talking, listening and writing about their work and that of others in art and craft.
- Listening to and copying rhythms that are clapped/tapped by practitioners and other children, and creating their own musical pieces on the computer or through using instruments.
- Signed: Headteacher
- Signed: Chair of Governors
- Review date: