



Dorking Nursery School and Children's Centre

COMMUNICATION, LANGUAGE AND LITERACY POLICY

At Dorking Nursery School and Children's Centre we promote positive attitudes towards the development of Communication, Language and Literacy and plan meaningful and relevant experiences to develop these skills across all seven areas of learning, both inside and out. We encourage children, staff and parents to view this area of learning as an important and exciting part of the curriculum. We understand that for babies and young children to become skilful communicators they need to be with people who have meaning for them and with whom they have a warm and loving relationship e.g. their family and carers and in the nursery a key person who they know and trust. We aim to create an atmosphere which offers all children, including those who use alternative or additional communication systems e.g. gesture and facial expression, the best chance for effective and continuing learning in communication, language and literacy.

We aim to:

- value and build on the knowledge, skills and understanding in Communication, Language and Literacy that children have already gained at home and in other settings
- encourage and foster a lifelong enjoyment of literature and an appreciation of all forms of communication, including the spoken word
- encourage and support children to communicate their needs, feelings, thoughts, ideas and experiences fluently and clearly and to use language creatively
- maximise opportunities to develop children's confidence, enthusiasm and ability to participate as communicators, speakers, listeners, readers and writers
- support children's understanding that communication can occur in many different languages and forms, some of which may be non-verbal
- ensure the early identification of difficulties in children's language development and the development of an individual education plan in partnership with the parents/carers where necessary
- ensure close teamwork between staff and where appropriate, those from other agencies such as bilingual workers and speech and language therapists
- support and encourage parents to take an active role in the further development of their children's communication, language and literacy skills

Teaching and Learning

The curriculum for Communication, Language and Literacy is delivered through a variety of approaches, which include:

- providing the time, space and security to allow children to express their needs in an appropriate way
- communicating thoughts, ideas and feelings and build up relationships with adults and each other
- developing spoken language and listening skills through conversations with adults, in 1:1, small and larger group situations, with adults being particularly aware of and sensitive to, the needs of children for whom English is an additional language
- using language in a variety of situations such as practical experiences like cooking and gardening, action songs and rhymes, role and imaginative play
- Makaton signing and visual symbols
- sharing, enjoying, listening and responding to a range of rhymes, music, songs, poetry, stories and non-fiction books
- experiencing and developing an awareness of sounds, rhythm and rhyme
- developing a wide vocabulary, an interest in words and the ability to use the language of books, to retell stories and to find information
- providing an environment that reflects the importance of written language through a variety of meaningful signs, notices and labels
- developing an awareness of print, to see adults writing and to experiment with writing for a purpose themselves through mark making, personal writing symbols and conventional script
- becoming aware of languages and writing systems other than English, and communication systems such as Braille

Learning intentions for Communication and Language are given high priority in the planning for all sessions run by Children's Centre staff as it is a Prime Area of the EYFS.

Approved by the Governing Body: April 2016

Review by: April 2019

Relevant for:-

Centre: Yes	Nursery: Yes	Parents: Yes
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