



COMMUNICATION, LANGUAGE AND LITERACY (CLL) POLICY

"Riverside School provides a wide ranging and creative curriculum with an emphasis on communication and life skills, so that our pupils grow up to take a full part in their family and local community." (School vision statement).

Children at Riverside are provided with opportunity and encouragement to develop their literacy skills in a range of contexts, through speaking and communication, listening, reading and writing. Riverside practitioners will promote positive self-esteem and support all children in developing the confidence and disposition to express themselves effectively. No person shall be treated without due regard for their feelings and individuality, regardless of gender, trans-gender, race, culture, belief, sexual orientation (including gender re-assignment), disability or exceptional need.

Aims

We aim to develop pupils' abilities within an integrated programme which delivers various opportunities for speaking, communication, listening, reading & writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Riverside School we aim for a child to be able to:

- have a love for books and share various texts for enjoyment - including comics, annuals and news pages
- Read, write and communicate with confidence according to their ability.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- have the opportunity to develop their powers of imagination and inventiveness.
- be confident to join in and communicate about their interests, experiences, needs and wants
- have the means to communicate effectively according to individual ability - including through the use of ACC, PECs, Makaton and communication boards.
- Use Drama and role play to develop the use of imagination, language and story telling.

We aim to do this by:

- providing daily experiences in a rich and interesting environment that promotes

CLL

- supporting particular children through CLL targeted intervention groups, individual support sessions, class based target work and Individual Education Plan (IEP) target setting.
- providing suitable and accessible resources that will allow pupils to develop their skills in speaking, communication listening, reading and writing
- developing and extending opportunities for CLL based on first hand experiences and the children's own interests, making CLL both enjoyable and purposeful
- consolidating CLL learning through games and role-play

Guidelines

CLL in KS1 and KS2 is delivered using a broad and balanced English curriculum. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment and children are assessed using the Riverside Learning Steps.

Within the Foundation Stage, Communication, Language and Literacy (CLL) is delivered in line with the Development Matters and EYFS documentation.

- CLL is taught through topics relating to the children's own interests or experiences and where possible are linked to the KS1 learning goals.
- Rhymes, songs and stories are used to support the development of CLL
- Planning includes activities to develop CLL in a range of activities and settings
- Gross and fine motor activities aimed at preparing children for writing are planned for and encouraged, utilising different learning spaces both inside and outside
- Children are encouraged to have a love of books through regular story times, access to class and school libraries and opportunities to take books home.
- A range of phonic activities are planned for, aimed at developing letter sound recognition..

Children also have an appropriate target on their Individual Education Plan to enhance their Communication, Language and Literacy skills. Parents are informed of these targets and encouraged to support their child as detailed in their child's IEP.

Speaking and Listening (Communication Skills)

All strands of Speaking and Listening permeate the whole curriculum. Children are encouraged to develop effective communication skills in readiness for later life.

Children at Riverside can develop these skills through:

- planned opportunities to assess and develop listening, speaking/ communicating and responding skills
- class and group discussions to encourage children to communicate their needs,

thoughts, ideas and feelings

- having appropriate communication systems in place in order to allow children to respond appropriately e.g. sign language, the use of gesture and facial expression, PECS or visual symbols to complement the spoken and written word and Communication aids e.g. QuickTalker, Proloquo2go, Communication boards
- planned opportunities to develop their social communication skills through the use of Social Use of Language Programme (SULP) and other social communication groups, supported by SALT
- having a wide variety of contexts in which they can communicate and respond
- the use of planned drama and role play to explore imagined situations

- using a range of ICT resources to support the children and extend their skills and learning e.g. language masters, dictaphones, Easy speak microphones, iPads.
- participating in school assemblies and school productions
- all adults listening and communicating appropriately with children and with each other, and adjusting language levels according to children's receptive and expressive skills
- working in partnership with parents and other agencies e.g. Speech and Language Therapist, including those employed by parents, in order to support and assess the children's progress, write new objectives and deliver of programmes of work.

SALT:

Riverside school has a number of Speech and Language therapists who offer training and support to staff to extend their knowledge of speaking, listening and communication skills. This includes training to support implementation of programmes such as; Blank language scheme, Derbyshire language scheme, Attention Autism, narrative skills groups and social skills groups. As well as this, staff are supported to deliver 1:1 speech and language targets which may include: speech sound development, use of AAC (Augmentative and Alternative Communication) including PECS and Makaton and development of language and social skills. Teachers are encouraged to liaise with specialist Speech therapists whom are employed by parents to ensure children receive a continued and consistent approach.

Reading

Reading is developed through enabling pupils to have sound decoding skills and a good comprehension of what they have read. We do this by:

Phonics: all pupils have access to discrete and high quality phonics sessions using 'Letters and Sounds' as a primary resource although this may be supplemented by other programs as teachers deem necessary e.g. Jolly Phonics.

Shared reading: as a class using a common text, focusing on comprehension, specific features and the development of a wide range of reading strategies.

Texts are given one or two week focus depending on the nature and needs of the learners and subsequent work in other aspects of English are consolidated using this

focus for example writing or role play.

Guided reading: a carefully structured group activity using graded texts carefully matched to ability and involving teacher interaction.

1:1 reading: individual reading to a parent, teacher or other adult - particularly for children who need considerable practice and for those not reading at home. At Riverside we aim to give all learners a minimum of three 1:1 reading sessions weekly.

Independent reading: where children extend and practice their reading skills.

NLS Words: using the NLS word lists, the children are encouraged to read/recognise the words using words and symbols

Social Sight and Personalised Vocabulary: words that a learner recognises on sight without having to decode them or work them out

See and Learn: designed to help children with Downs syndrome to learn common words using pictures.

At Riverside we aim to ensure that:

- children are able to recognise and interpret photographs / pictures / signs and symbols.
- children are encouraged to share books and 'read' for enjoyment.
- children are taught to value books and reading materials, including computer-based programs and the internet.
- children develop as readers in a stimulating environment.
- children are encouraged to develop their reading skills through speaking and listening with a focus on developing understanding.
- ICT is used as a means of enabling children to access the curriculum and to reinforce and extend their skills and learning.
- there is access to a wide range of high quality reading resources
- structured individual reading objectives are used to inform the daily teaching of literacy at individual and group levels.
- sufficient daily time is allowed for developing and extending reading skills and comprehension.
- children experience a balanced range of teaching approaches
- children's reading skills develop alongside writing, and ICT may be used to support the development of writing (velcro sentence makers etc / Clicker 6/Communicate in Print).
- opportunities are provided for children to functionally apply their reading in a variety of contexts including the development of study and research skills.
- the children's level of achievement is regularly assessed and individual needs recognised and used in planning.
- progress in acquiring reading skills, including the development of comprehension, are continually monitored to support the generalisation of these across situations.
- parents are encouraged and enabled to support their child's reading development through school-led workshops.

- children and parents are encouraged to take part in the home-school reading programme. We aim to hear each child read at school at least 3 times a week, with the hope that parents will also read with their child at home 3 times a week. Parents are encouraged to share a range of books and materials with their child, not just the book sent home from school. The children are able to earn reading logs to 'spend' at the reading reward shop fortnightly

Resources used to support the development of reading

- A wide range of texts to stimulate and motivate.
- Individual readers which are banded according to their level.
- Guided reading packs.
- NLS word lists and symbols
- Enlarged texts for use with the Interactive boards
- Sensory stories and story sacks.
- Reading websites and programmes - Education city, Letters and Sounds, Phonics play, Have Fun Teaching, Twinkle, 2simple
- Support materials for independent learning including ICT resources
- Home/school reading records
- A school library where children have access to a wide range of fiction and non-fiction books
- Computer software and materials from the Internet
- Home/School book with curriculum information for parents to follow up at home.

We assess pupils reading levels using the Riverside Learning Steps (see assessment policy) and strive to ensure that they are confident and able to cope with the texts they are reading. Each child has a specific reading target on their Individual Education Plan. For some children this will be a list of high frequency words to learn, for others who are more fluent readers this will be a comprehension target. Children's word scores and reading and comprehension ages are also assessed three times a year. We see reading as a 'slow and steady' process and will not push children up through reading levels until they are confident and happy to do so.

Writing

We aim to promote a positive writing culture within school where children understand the purpose and audience for their work, writing wherever possible for a real purpose. We believe that all children have opportunities to produce writing / recorded work using a system appropriate to their needs e.g. real objects, photographs, symbol, written word or computer generated print/symbols and scribes.

Phonics and spelling: Across the school, phonics is taught following the Letters and Sounds program. Spelling is an integral part of the reading and writing process and

is taught in line with the English Curriculum with a focus on developing spelling rules and patterns. Spelling is assessed three times a year in conjunction with reading data.

Spelling is developed through:

- the teaching of phonemic, visual and graphic knowledge strategies and the principles of spelling
- using the **Look, Say, Cover, Write, Check** method as a learning strategy
- regular learning and monitoring of high frequency words appropriate to ability
- encouraging independent spelling through the use of word books, word banks, dictionaries and ICT resources.
- The development of the 'Letters and Sounds' programme which teaches common spelling patterns through varied activities.

Emergent writing: Planned writing activities are differentiated according to children's abilities and interests, with those showing a readiness to write being offered suitable opportunities, progressing through mark making, drawing lines, circles and crosses and eventually encouraged to form letter shapes

Shared Writing: a class activity during which teacher and children collaborate to plan or develop a piece of writing.

Guided Writing: a group activity which allows teaching staff to target specific groups of children to focus and develop specific aspects of their writing.

Independent Writing: during which the children develop independent writing strategies.

Extended writing: If able, pupils will be given opportunities across the whole curriculum to produce extended, unaided pieces of writing - to enable them to write for a purpose.

Handwriting: we aim to encourage pupils to have legible letter formations to ensure that pupils can write efficiently and neatly in order to communicate effectively and take a pride in the presentation of their work. A handwriting assessment should be followed through each year to ensure pupils are only being asked to do what they are capable of. Hand gym exercises and activities form part of the curriculum, My Own Work and IEP targets.

At Riverside children will be encouraged and enabled to:

- know that the process of writing may be presented in different ways e.g. pictorially and using a variety of writing styles (printing, cursive, computer generated print/symbols, using programs like Communication in Print, Textease, Clicker 6 and Word).
- develop their gross motor skills as a precursor to the development of fine

motor skills as preparation for letter formation e.g. 'Write Dance' Programme and 'Get ready for school'.

- develop an understanding that all representations of writing convey meaning.
- recognise that writing has many purposes
- write for different audiences.
- explore and use a developing vocabulary.
- sequence and relate events with increasing detail.
- put their ideas into pictorial representations, words, phrases and sentences (Play and drama are used to enable children to link ideas and develop the concept of sequencing)
- use a clear structure to organise their thoughts into writing representations (This may be supported through the use of writing frame, mind maps, etc)
- use different types of texts and other sources (role play, drama, video, artefacts, internet, etc) to stimulate the production of written work.
- use a variety of features, layout, presentation and organisation.
- produce narratives, poems, notes, lists, captions, records, messages and instructions.
- plan, review and revise their pictorial / symbol / written representations to improve the organisation of their thoughts.
- discuss and evaluate their own and others 'written' representations, showing respect for the work of others
- develop an awareness and understand that punctuation enables the reader to understand what has been written.

Resources used to support the development of writing (closely linked to our reading resources)

- concrete apparatus e.g. magnetic letters, velcro word/sentence makers
- class and key stage dictionaries and thesauruses
- ICT programmes to support spelling / writing e.g. Education city, Letters and Sounds, Have Fun Teaching, Twinkl, 2simple, Clicker6
- Hand gym

Pupil Premium:

In order to ensure that all children on the pupil premium register make good or better progress, they are supported through additional HLTA led sessions. These sessions enable the child to have 1:1 support with reading on a regular basis throughout the week. This ensures that these children have equal opportunities to learn and achieve. All sessions are tracked and appropriate progress recorded using school systems.

Parental Involvement

We actively encourage parents to be involved in the development of their children's literacy skills. They can do this in many ways including:

- listening to their children read regularly at home
- reading to their children at home
- encourage conversation
- supporting school initiatives
- close partnership between staff and parents/carers in order to share good practice.
- Attending reading or writing workshops
- Attending parents meetings where progress and targets are discussed
- Contributing to their child's Annual Review meeting, ensuring that the determined progress is appropriate and proportionate to the their child's needs

Role of the CLL curriculum group:

The CLL curriculum group leader should be responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating CLL
- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent Literacy development

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Next planned review: Spring 2021