



Head Teacher
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Principal
Rabbi Zvi H. Lieberman

Curriculum Policy for Communication, Language and Literacy

Foundation Stage (Nursery and Reception)

Aim

To develop, extend and enrich the children's communication skills, in order to enable them to function effectively as members of society.

To offer the children active opportunities to develop conversational Ivrit.

Communication, language and literacy permeate all areas of the Nursery and Reception. The classes are as a whole organised in order to promote and enhance development in communication, language and literacy, and to promote positive images and role models for the children.

Learning will be achieved via a mixture of adult directed and structured free play activities, delivered through cross-curricular activities and topic based themes.

Objectives

To provide a stimulating environment in which communication and language skills can be nurtured and developed. To provide visual, auditory and tactile experiences which will provide stimuli for all children.

Talking:

The programme of activities will provide opportunity for the children to use, explore, and develop skills in verbal communication.

The activities will support the children in forming relationships with both peers and adults in their ability to interact with others, and in the expression of thoughts and feelings. The children will experience the spoken word as a means of conveying information, sharing and receiving of ideas, and as a means of gaining insight into the world of imagination.

Listening:

To provide the children with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share in other's feelings and thoughts.

The 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.

Reading:

To foster an enjoyment of books within the children.

The activities will enable the children to develop skills in using books as a means of gathering information, and as a means of gaining and sharing pleasure.

We start to teach formal English and Hebrew reading skills in Reception. During the Reception class, the children will be given many strategies to help them learn to read.

Writing:

To provide opportunity for children to explore and develop skills in using writing as a means of communication.

The children will experience the use of writing as a means of conveying information, expressing one's thoughts, ideas and feelings, and as a means of recording and ordering facts and information.

Operating Policy

The Foundation Stage classes will be organised in order to facilitate the development of the following areas of language:

- Talking
- Listening
- Reading
- Writing

A programme of activities based upon structured free play and staff directed work will be implemented and there will be opportunity for the children to communicate with peers, nursery staff, other adults and visitors to the nursery.

The children will also experience the use of gesture and expression as a means of conveying information. Where appropriate, the nursery staff will support children in developing alternative strategies (such as signing) as a means of communication.

For children whose first language is not English, the nursery will offer support and show respect for the home language and culture of the child through the use of labels, books, pictures and other equipment which reflects and values their home language and culture. If possible, parents will be encouraged to come into the nursery to share their knowledge with children and staff, and offer support to the bilingual learner. A significant minority of our pupils join us having Ivrit as their first language. For some of these pupils, this is their first English speaking educational setting. **We have a dedicated Ivrit speaking Nursery Practitioner as a member of staff.**

Where there are already significant delays in the development of language when a child starts Nursery or Reception (as noted by parents, health visitor, doctor, etc) or where a child does not appear to be making progress (as noted by staff and parents) then the staff will consult with outside agencies such as speech and language therapists and/or educational psychologist in order to ensure that the child receives the support that he/she needs.

The programme of activities will help the children to develop an awareness of how language is constructed and the children will be encouraged to listen to and form sounds and letters.

Equipment will be carefully selected to represent the nursery's commitment to equal opportunity and will provide positive images for all the children.

Programme of Work

The Nursery and Reception will provide a wide range of opportunities and experiences through which language skills can be developed and promoted. These opportunities and experiences will be gained through a programme of activities based upon general and topic work. There will be a mixture of individual, group and adult directed activities which will be based upon structured play.

The programme will include some or all of the following types of activity within both secular and kodesh lessons:

Talking:

- *One-to-one discussions.*
- *Group discussions.*
- *Role play.*
- *Reciting poems as a group.*
- *Singing nursery rhymes as a group.*
- *Encouraging children to make up and tell stories based on pictures.*
- *Story telling followed by discussion about the story.*
- *Sharing News*
- *Show and Tell*
- ***Learning conversational Ivrit through the 'Chalav U D'vash' programme***

Listening:

- *Story telling to individuals.*
- *Story telling to groups.*
- *Sharing News*
- *Sound lotto games.*
- *'Sound Walks' focusing on what can be heard on a street or in a park.*
- *Giving the children simple instructions to follow.*
- *Asking the children to listen for a particular character or event in a story.*
- *Listen to and guess the sound*
- *I spy...*
- *Listening to instructions given by a peer/teacher*

Reading:

- *Sorting and matching toys and games.*
- *Sequencing activities.*
- *Labelling of coat hooks and other personal items with the child's name.*
- *Story telling to individuals, following the story through the pages of a book - pointing to the words as they are read if appropriate.*
- *Story telling to groups, following the story through the pages of a large book - pointing to the words as they are read if appropriate.*
- *Labelling displays and other items in the nursery.*
- *Games matching sounds to letter symbols.*
- *Reading corner for free play with books.*
- *Displays of items starting with a particular letter.*

(Extra activities specific to Reception from the National Literacy Strategy)

- ***Make cvc words and letter strings***
- ***Change the first letter of a word to make different words i.e. bin, tin, din, fin***
- ***Change the last letter of a word to make different words i.e. ---at : bat, cat***
- ***Bingo with initial letter sounds, cvc words or high frequency words***
- ***Snap with high frequency words***
- ***Order mixed up sentences***
- ***Make word wheels***
- ***Fill in words in sentences***
- ***Matching the correct words to their picture***

Writing:

- *Sorting and matching toys and games.*
- *Sequencing activities.*
- *Free play with paper and writing equipment.*
- *Modelling with play-dough and clay.*
- *Colouring.*
- *Tracing over lines, shapes and letters.*
- *Copying lines, shapes and letters.*
- *Dot-to-dot drawings.*
- *Pathway drawing activities.*
- *Writing their names.*

(Extra activities specific to Reception)

- ***Tracing over letters and patterns***
- ***Forming letters in the air, in sand or by painting them***
- ***Tracing over simple rhymes***
- ***Making labels for different items around the classroom***
- ***Making cards for festivals***
- ***Making posters***
- ***News writing***
- ***Story writing***
- ***Making a poem***

Curriculum Planning

Topic and objective planning takes place on half-termly basis. Activity planning occurs on a half-termly, fortnightly, weekly or daily basis. The topic/objective planning and activity planning sheets used by the Nursery and Reception are laid out to identify each of the areas of learning in the 'Early Learning Goals' document. This ensures that Communication, Language and Literacy is considered whenever a topic or activity is planned.

Pupil recording and assessment

- All staff make on-going daily observations on pupil progress and ***significant achievement***. These observations are recorded on white address label stickers and are transferred into the children's individual Foundation Stage pupil records (green files) on a daily basis. Copies of these stickers are kept in the planning folder in order to aid future planning. This information is used to plan appropriate future activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning. Work

samples (including photographic evidence where appropriate) are also stored in the green Foundation Stage pupil record files.

- Key workers are responsible for making sure that these records are updated regularly, and that, in conjunction with the class teacher, the information is shared with parents and carers on a regular basis.
- The class teacher in both the Nursery and Reception classes, in liaison with the other Nursery Practitioners, will complete a whole class Foundation Stage profile towards the end of each summer term.
- The results of each individual pupil's Foundation Stage Profile will be transferred to the ***Individual Yearly Pupil Progress Record***.
- At the end of Reception, the class teacher will also use teacher assessment to assign for each pupil, National Curriculum and/or P levels for Speaking and Listening, Reading, Writing and Numeracy.
- At the end of each academic year, each class teacher will produce a written Foundation Stage school report for parents detailing achievement in all of the six learning areas. There will be an opportunity for parents to discuss this report with their child's class teacher before the end of term.

Resources

A list of specific communication, language and literacy resources will be compiled.

Signed:

Headteacher: ***Sara J. Harris***

Chairperson: ***Eddy Breuer-Weil***

Date: June 2007