



## OUR INTENT, VISION AND ETHOS

At the heart of our learning at Ordsall Primary School is the ancient proverb I **hear** things, and I **forget** them. I **see** things, and I **remember** them. I **do** things, and I **understand** them.

This ancient proverb is demonstrated no more clearly than in the words that define our school - **Play, Learn and Grow Together**. It is our aim that, by focussing on each key part, **all** learners at Ordsall Primary will achieve their full potential and many will achieve beyond what is expected through:

### By Playing Together they will....

Develop curiosity of mind and spirit

Create, explore and discover

Adapt and cooperate

Learn, practice and master skills AND

**Achieve and Aspire to be the "best that they can be"**

### By Learning Together they will.....

Experience wider opportunities beyond the school

Develop essential skills, knowledge and understanding

Build character, resilience, confidence and independence

Communicate and collaborate as part of a team

Apply learning across a broad, balanced, rich and exciting curriculum AND

**Achieve and Aspire to be the "best that they can be"**

### By Growing Together they will.....

Know that we all have the same rights and needs

Develop integrity and an understanding of what is right and wrong

Develop tolerance and acceptance of **people's individual characteristics**

Inspire others and celebrate every achievement

Work together, in partnership, as a wider community of learners AND

**Achieve and Aspire to be the "best that they can be"**

### In addition we strive to develop and uphold the Fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty and tolerance of those of different faiths
- Developing personal and social responsibility
- Respect for British Institutions

### Safeguarding Statement

At Ordsall Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Ordsall Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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## British Values

Within Early Language, British values are promoted and explored in a variety of ways. Our cross-curricular approach to learning includes topics and themes that provide pupils and staff with the opportunity to consider different social, religious and cultural attitudes and contexts. As a school, we encourage pupils to respect the views of individuals and provide a learning environment in which students feel able to express themselves freely yet respectfully. The development of Early Language goes hand-in-hand with exploration of different people, places and social groups and as such promotes understanding and tolerance. Early Language development throughout our provision encourages tolerance and respect. Pupils are expected to listen to and respect each other as we play, learn and grow together.

## British Values in the Curriculum - Early Language

We look to teach British Values throughout our Early Language curriculum and make links wherever possible.

British Value	How is it taught?
Democracy	<ul style="list-style-type: none"><li>• We learn to listen to and respect the opinions and feelings of others through our discussions and learning activities, taking turns, sharing, collaborating and making decisions together.</li><li>• We vote for which story we would like to share.</li><li>• We use the Early Language of Democracy; take turns, share, decide, vote.</li></ul>
Rule of Law	<ul style="list-style-type: none"><li>• We have clearly defined boundaries and routines for the day in school which support Early Language and Communication.</li><li>• We learn to manage and talk our own feelings and behaviour.</li><li>• We use the Early Language of Rule of Law; good choice, bad choice, right, wrong.</li></ul>

Tolerance of Religions and Beliefs	<ul style="list-style-type: none"> <li>• We explore and discuss similarities and differences between ourselves and others.</li> <li>• We join in the celebrations of others and share knowledge and experiences of our own celebrations, e.g. Diwali, Chinese New Year, Birthdays, Christmas and Easter.</li> <li>• We use the Early Language of Tolerance of Religions and Beliefs; same, different, beliefs, traditions.</li> </ul>
Mutual Respect	<ul style="list-style-type: none"> <li>• We talk about actions and feelings, fostering positive communication and interactions between children, their peers and adults.</li> <li>• We play, learn and grow together in our classroom activities to learn how to be part of a community, take turns and show respect and consideration for others' ideas/opinions.</li> <li>• We use the Early Language of Mutual Respect; take turns, fair, kind, friend.</li> </ul>
Individual Liberty	<ul style="list-style-type: none"> <li>• We learn to develop a positive sense of ourselves. To develop self-knowledge, self-esteem and increased confidence in our own abilities.</li> <li>• We talk about feelings, reflecting on differences and understanding that we are all free to have different opinions.</li> <li>• We use the Early Language of Individual Liberty; proud, believe, confident, I can!</li> </ul>

## **Cultural Capital**

At Ordsall Primary School we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their Cultural Capital.

### **Cultural Capital in the curriculum – Early Language**

In all aspects Early Language Development, we seek to develop children’s Cultural Capital through:

<b>Area</b>	<b>Example</b>
Personal Capital	Opportunities to develop confidence and self-esteem when speaking to other children and adults, small-world and role play activities, talking about personal strengths.
Social Capital	Pupil voice represented in setting, collaboration in learning and play encouraging communication and positive interactions.
Physical Capital	Speaking and listening activities around healthy eating, keeping healthy and staying safe.
Spiritual Capital	Reading stories from other cultures and religions, including those which promote community cohesion, e.g. We Are All Different.
Moral Capital	Approached through stories, rhymes and traditional tales - links made to rules and school’s code of conduct, discussions about good choices and bad choices.
Cultural Capital	Taking part in World Book Day and World Nursery Rhyme Week. Taking part in experience days, e.g. Chinese New Year celebration. Learning about our class artist and talking about their work.

## **Vision Statement**

At Ordsall Primary School, we strongly believe that the ability to understand language and to communicate is of paramount importance in human society. The growth of language is vital to every child’s social, emotional and intellectual development.

Our children come from an area with high levels of disadvantage when compared to other areas in Nottinghamshire and the country. This reflects in Early Language skills on entry to our EYFS. We, therefore, place emphasis on providing experiences for our children they may not all have access to.

The development of Listening and Attention, Understanding and Speaking are of particular focus from the start of our EYFS provision. Children working below age-related expected expectations are identified swiftly to ensure they can be best supported, and the difference between their age and stage of development is diminished.

It is our intent that the curriculum for Early Language provides children with rich, vibrant and memorable experiences. These experiences promote the application of skills, knowledge and understanding across the whole of the EYFS curriculum. They will develop children as communicators and citizens, preparing for the next stage in their education and to become life-long learners.

## **Aims**

At Ordsall Primary School, we aim to provide structured learning opportunities in accordance with the Early Years Foundation Stage Curriculum. This ensures a broad and balanced coverage of the curriculum. Through these opportunities we aim;

- To enable children to become confident communicators using a varied vocabulary and multiple ways of expressing meaning.
- To provide time and space for talking and listening.
- To provide a rich environment where an understanding of the purposes and pleasures of communication are nurtured.
- To monitor and assess children's Early Language development.
- To teach Early Language skills in context as part of purposeful play activities.

## **Curriculum**

We provide an Early Language curriculum which covers the appropriate areas of learning described in the Early Years Foundation Stage (EYFS).

These are;

- Prime Areas: Communication and Language Development; Listening, Attention and Understanding and Speaking.
- Specific Areas: Literacy; Comprehension, Word Reading and Writing.

## **Planning**

Teachers and Associate Professionals observe and assess the children's interests and needs. This informs planning which follows the EYFS Prime and Specific Areas outlined above. The EYFS Development Matters document, along with this knowledge of our children, has informed Nursery and Reception progression maps which provide objectives for teaching and learning. This ensures developmentally appropriate experiences to further the children's growth in all aspects of Early Language. Timetabled daily lesson in English and Phonics are enhanced with opportunities provided throughout provision. They take the form of adult-led focussed activities, adult-supported play and child-initiated play.

In Nursery, Early Language planning is supported by the use of Phase 1 Phonics materials and the RWI Phonics Nursery Programme. In Reception, the RWI Phonics Programme is used.

Staff plan and evaluate together, discussing experiences based on conversations with the children and observations of their play, and share best practices. Adults plan for regular opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books. Early Language is linked with physical movement in action songs and rhymes, Makaton signs, role-play and practical experiences.

## **Teaching and Learning**

Much of what we do to promote Early Language Learning is through adults being good role models. Staff are trained and skilled in the theory and strategies of the 'Let's Interact' approach to Early Language Development.

With the children in our setting, adults know that it is important to;

- Speak clearly and calmly.
- Use age-appropriate language.
- Make eye contact (get down to the child's level if necessary).
- Repeat sentences back to children, replacing mistakes with corrections.
- Repeat sentences back to children, expanding on the words they've said.
- Describe and comment on what you are doing.
- They model and encourage appropriate use of non-verbal communication and body language.
- Value the home language of all children; those children who have English as an additional language are appropriately supported to communicate with others.
- Encourage children to listen and respond appropriately to each other in formal and informal situations, including mealtimes, story times, and during play

Children's learning and responses are recorded using agreed Phase 1 systems of post-it notes, speech bubbles and photographs. These are used to build a picture of the whole child in their Nursery Learning Journey, Reception English and Phonics books and around the setting in provision and displays.

## **Monitoring and Assessment**

Assessment of Early Language is ongoing using Nursery and Reception progression maps, which show progress made and next steps for development.

At the beginning of each term, each class is RAG rated according to their Communication, Speech and Language needs. Children who are assessed as being Amber or Red (Red already having SALT in place) are then assessed using the CSL Section of the ECAT tracker. Children working below age-related expectations are identified swiftly to ensure they can be best supported, and the difference between their age and stage of development is diminished. Support comes from V. Crookes, Speech and language therapist and J-A. White, Speech and Language Associate Professional who provide focussed individual support for identified children. Children in Reception, identified by a language screen, will be taught the NELI programme in order to improve their language and early literacy skills. The programme is for groups of up to 6 children and taught by trained Associate Professionals.

Teaching and learning in Early Language is monitored by the subject leader throughout the year. This includes informal observations which focus on children's Early Language skills, talking with children and looking at adult interactions, book looks, talking to children in their play and termly assessment data.

## Early Language Policy Appendices

### EYFS Development Matters



#### **3 and 4-year-olds will be learning to:**

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.



Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



### **Children in reception will be learning to:**

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Engage in storytimes.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## **Communication and Language**

### **ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

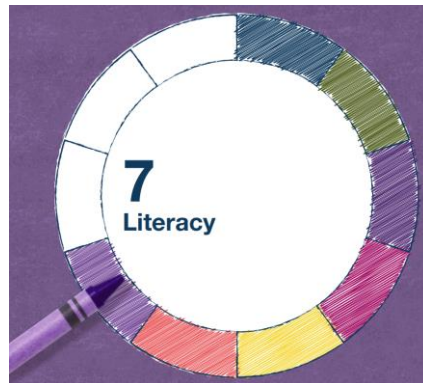
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **ELG: Speaking**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## EYFS Development Matters



### **3 and 4-year-olds will be learning to:**

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.



**Children in reception will be learning to:**

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

## **Literacy**

### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **ELG: Writing**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.