



Pinewood is a true Reading School

The roots to grow and the wings to fly

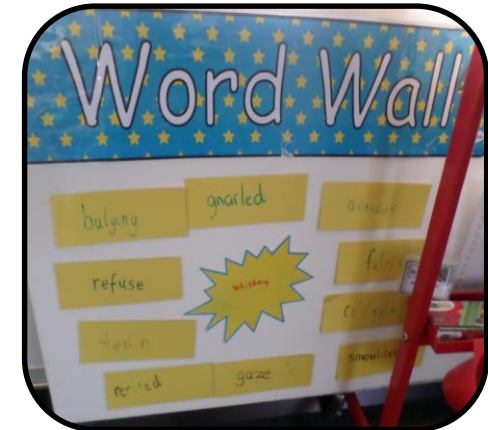
Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

Our vision for Language Development is that our children leave Pinewood:

- With the oracy skills needed to succeed in life.
- With an expansive vocabulary range.
- Being able to articulate their needs, thoughts, feelings and ideas clearly.
- Being able to be able to tell stories, hold meaningful conversations and debate.
- Understanding what it means to be a good communicator and the importance of this in their future.

What does Language at Pinewood look like?

- All classes have Word Aware in place therefore key vocabulary through topic and texts is highlighted and reviewed.
- Speech and language interventions are high priority in F1 and F2, using the Wellcomm programme
- Children are exposed to a range of high quality, vocabulary rich texts.
- Daily stories and singing, including nursery rhymes, to support rhyme, repetition and language development.
- Sing up is followed as a scheme of work from F2 to Year 2
- The importance of rhyme
- Makaton symbols evident throughout School and used to support particular children e.g. through use of choice boards and communication books.
- High quality table top activities, outdoor areas and role play areas planned for to spark communication and social interactions.
- All classrooms have communication friendly spaces



Language at Home and the Wider Community

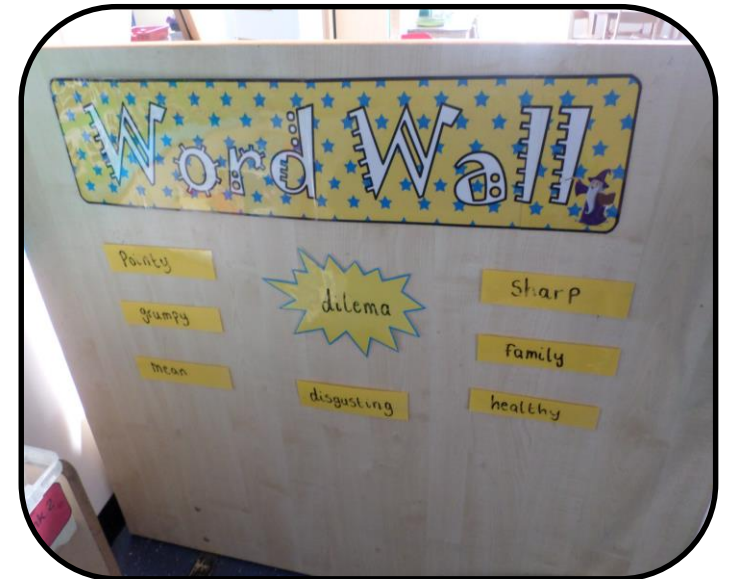
We know that language is central to a child's sense of identity, culture and community.

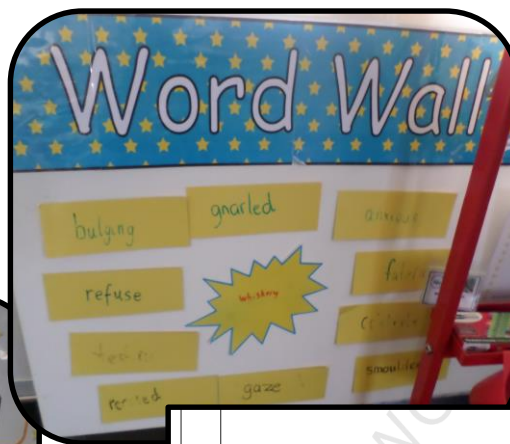
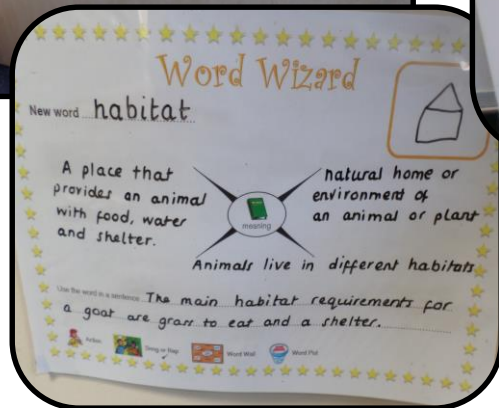
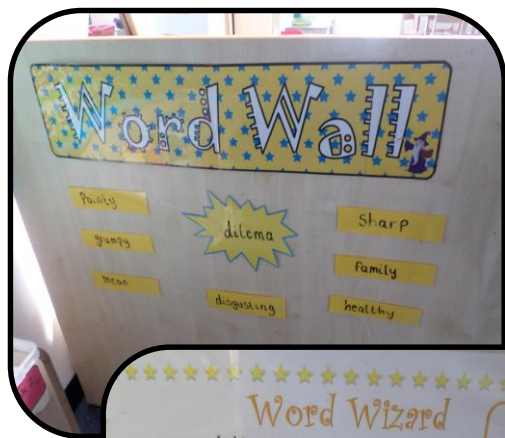
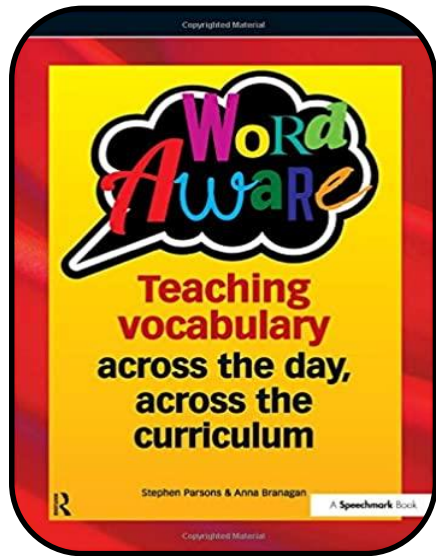
- Parents/carers are made aware of the importance of reading to support communication and language.*
- Parents of EAL children are given materials to support their child at home where appropriate.*
- Regular discussions with parents about their child's speech and language and referrals made to the Speech and Language team with parents as appropriate.*
- We employ a private Speech and Language therapist, Sherisse in school with parental permission and share their targets so parents can support their child at home*



Language Interventions at Pinewood

- The EYFS deliver the Wellcomm communication and language programme, starting in F1.
- In F1, communication and language is highest priority
- Frequent discussions between key staff about children's speech, language and communication and their next steps.
- Word Aware used in all classes to teach and review new, interesting and topic Vocabulary.
- Knowledge progression documents show vocabulary progression in all areas of the curriculum
- Makaton signs and symbols used to support children with speech, language and communication as appropriate. EYFS staff are regularly trained.
- Children with severe Speech, Language and Communication needs are referred to the Speech and Language team.
- Key children with Speech, Language and Communication needs are identified and targeted through play and general interactions.
- Children under the Speech and Language Team have termly reviews to discuss previous targets and set new ones
- SEN children have individualised targets.





Tues	Introduce word aware Read story and pick three words that children do not know meaning of Focus on writing / decoding and blending	This situation. Ask a child to come and point out the question mark and another one to show the exclamation mark. What is the difference between the 2? How do our voices change when reading sentences which end in each one?
Weds	WALT: retell a story Recap the story - can the child re-tell you the main points to write on the flipchart?	<p>STAR: Teach</p> <ul style="list-style-type: none"> • Symbol: link it to visual • Phonology (sound): clap, rhyme, initial sound, say to partner • Semantics: meaning (Collins Cobuild dictionary www.collinsdictionary.com, use Anchor to describe Goldilocks), word parts and different contexts • Sentence: put it into a sentence • Action: act it out • Song: song or rap • Word wall and word pot: write it to go on the wall and in the word pot <p>Begin by looking at the extract from page 5 - what do the children notice about the word 'thought' - explain that it is in italics and this prompts us to read it differently - model and then ask children to copy you. Can anyone spot the brackets? Explain that they are used when the word is used in a different way. Ask children to write the word in the brackets and then write the word in the word pot.</p>

What is Word Aware?

It is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning it extends the word learning of all students. Children need 12 meaningful encounters of a word before they really know it. Word Aware promotes a method called STAR, which stands for Select, Teach, Activate and Review. This process ensures the children encounter the new words many times and many different ways.

All classes from Foundation 1 to Year 2 have a word wall, word wizard and word pot in place to teach and review interesting and topic related vocabulary. Word Aware is planned into Literacy and Big Book planning.



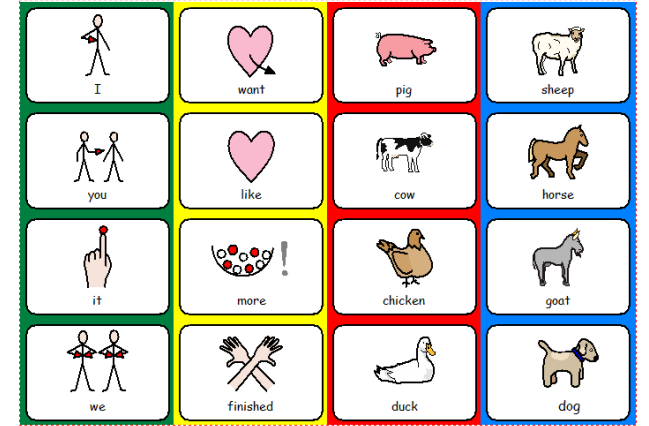
What is Makaton?

Makaton is a unique language programme that uses **symbols**, **signs** and **speech** to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.

In School we use simple Makaton signing, particularly for those children that need it including those with limited or unclear speech, SEN and those who have poor understanding.

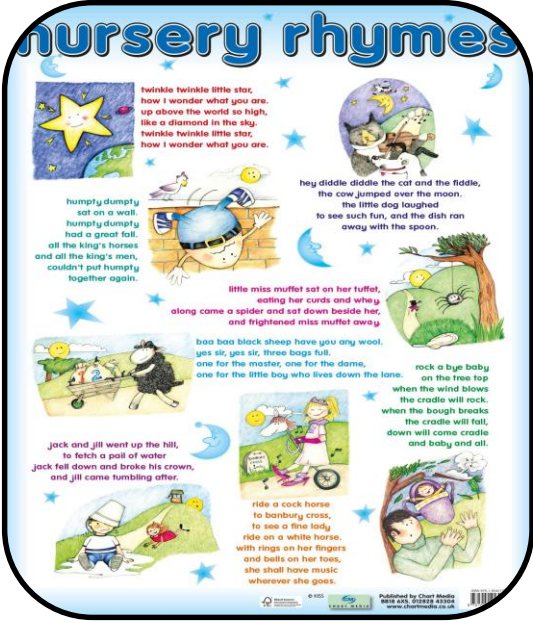
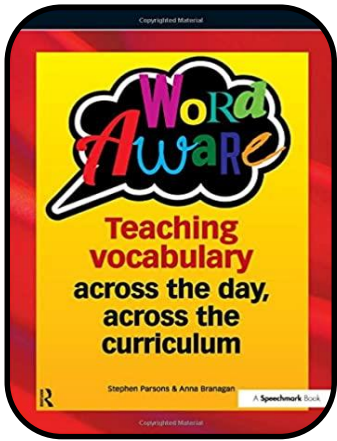
Symbols are evident around school and particular children who have limited speech, language, understanding or communication skills use symbols and communication books to help them communicate their wants, needs and feelings.

Staff are being trained in March 2022



Pinewood Language non-negotiables

- All staff are aware that all Communication and Language is interlinked through all subjects.
- Texts are carefully chosen and they are always high quality
- Word Aware used in all classes – all have a word wall and word pot.
- Everyone in school promotes stories and singing.
- Key vocabulary is noted on planning and working walls.
- Highly engaging environments and role play areas which spark communication and language.
- Key Vocab is noted on Medium term plans and Floor books



Staff Continuing Professional Development

- Learning walks focusing on effective communication, language rich environments and vocabulary development completed by Language lead.
- Lets Interact training in the EYFS focusing on effective communication strategies (annual refresher)
- Word Aware programme updated by language lead to look at next steps and training for staff as appropriate.
- Word Aware folder for staff to access resources
- All staff given a Word aware crib sheet as a refresher (annually)
- Makaton training for EYFS staff

BDP - Communication Friendly Environments Audit
Read through the questions pull together evidence of what you are already doing and then write actions that you still need to work on.

Key Area	Issues for consideration	Evidence	Actions
Noise level and other distractions	<ul style="list-style-type: none">How do you remind children about 'good listening' – about the person who is speaking and trying hard to listen to what is being said?How do you encourage children to speak slowly and clearly?How do you remind children not to talk over each other?When music is played, is it for a specific reason, and are the children encouraged to listen?Where are the quieter areas where children can go and relax, have a conversation with a friend or share a book?What have you done to ensure the carpeted areas are situated so that, wherever possible, children are not distracted by what else is going on in other parts of the setting while they are listening to a story or having circle time?How do you try to ensure that other adults are not carrying out tasks in view, or earshot, of children while they are having stories of circle time?		



Communication Friendly Environments

We are so lucky to have such an outstanding indoor and outdoor environment in which children can develop their speech, language and communication skills. Staff carefully plan table top activities, the outdoor space and role play areas that excite children therefore sparking their curiosity and communication.

