Ysgol Tŷ Monmouth Policy

Languages, Literacy, & Communication

POLICY STATEMENT

- At Ysgol Tŷ Monmouth we will equip each of our Pupils with the skills necessary to ensure they are able to express themselves with confidence and succeed in the world around them.
- We place a high level of importance on providing a sensory and visual approach to all areas of our curriculum. This supports the development of Pupils' ability to communicate and engage with language and the world around them.
- Through the Language, Literacy and Communication area of learning experience we develop Pupils' ability to listen, speak, write, read, and understand. Above all our Pupils are encouraged to enjoy literacy and develop a positive attitude towards it.
- Article 28 of the United Nations Convention on the Rights of the Child states that Pupils have a right to an education.

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1. Scope

1.1 Introduction

1.1.1 Language, literacy, and communication are fundamental to all areas of learning and life. The Languages, Literacy and Communication Area of Learning and Experience addresses fundamental aspects of communication. It aims to support learning across the whole curriculum and to develop the full potential of each Pupil throughout the whole range of literacy skills.

1.1.2 Teaching and learning opportunities will consider the four statements of what matters:

- Languages connect us,
- Understanding languages is key to understanding the world around us,
- Expressing ourselves through languages is key to communication,
- Literature fires imagination and inspires creativity.

1.1.3 This is reflected in the curriculum maps, which form the long-term overview for planning and assessment.

1.1.4 Teaching and learning opportunities will be broad and balanced, but specific to the individual needs of the Pupils within each class. This approach will ensure the four purposes are also addressed in a meaningful way.

1.2 Objectives and Opportunities

- We have high expectations of all our Pupils and recognise objectives will be met within the appropriate stage of their development. The objectives are as follows:
- To express themselves in an effective and appropriate manner to a range of audiences and for a range of purposes.
- To use an interesting and appropriate range of vocabulary in speech and writing.
- To organise and communicate thoughts effectively.
- To read and write, with increasing confidence, fluency and understanding, orchestrating a range of strategies to self-monitor and correct.
- To develop comprehension skills and reorganise, infer, evaluate, and appreciate a range of texts.
- To use their own ideas, experiences, and values to relate to texts.
- To develop strategies for spelling.
- To communicate written ideas in a preferred format.
- To show interest in words and their meanings.
- To use language to consolidate and develop thinking.
- To have a love of books and read with enjoyment.
- To view literacy as enjoyable, rewarding, and worthwhile.
- Where appropriate, develop an understanding of genres in fiction and poetry; and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character, and plot.

1.2.1 Ysgol Tŷ Monmouth will work towards these objectives by giving Pupils a wide range of experiences and opportunities. This could include, but are not restricted to:

- Speaking and listening in a wide range of contexts.
- Using communication, language, and literacy in every part of the curriculum
- Immersing Pupils in an environment rich in print and possibilities for communication
- Visits to places of interest to provide first-hand experience of social and functional communication.

- Pupil Council and the integration of Pupil voice
- Opportunities to engage with external visitors e.g., Police.
- Realistic role play to develop skills.
- Provide a range of different communication roles within the class.
- End of term celebrations.
- Self-reflection time after learning experiences.

1.2.2 These experiences support Pupils at Ysgol Tŷ Monmouth to:

- Participate in a wide range of roles in preparation for adult life.
- Develop confidence, self-esteem, and independence.
- Develop social and communication skills.
- Co-operate, share, and interact with others, in a range of situations.
- Communicate their opinions and thoughts to those around them.
- Develop a positive attitude to all areas of literacy, language, and communication.

1.3 Language Connects Us

1.3.1 At Ysgol Tŷ Monmouth we know that meaningful language learning experiences go hand in hand with learning about one's own cultural identity as well as the cultural identities of others. Engagement with this Area can therefore foster Pupils' pride in their sense of identity and belonging to Wales as well as the world around them. We embrace and celebrate our Pupils' cultures and languages to promote our inclusive ethos.

2. Cross-Curricular Responsibilities

2.1 Literacy

2.1.1 Literacy should be at the heart of this Area, across all statements of what matters. Literacy skills should be explicitly taught in this Area. These can allow Pupils to express themselves, to understand and interpret written and spoken language and to articulate meaning.

2.2 Numeracy

2.2.1 In this Area there are often opportunities to use literacy and numeracy skills together, for example when solving worded problems. There are also opportunities to explore numeracy through language which can consolidate conceptual understanding.

2.3 Digital Competence

2.3.1 Learning in this Area provides opportunity to use different methods of digital communication. Pupils should learn how to compose clear and appropriate messages tailored for particular audiences, sharing, collaborating, editing, and adapting, as required. Opportunities should also be offered for Pupils to collaborate safely through digital platforms to increase awareness and understanding of different languages and cultures. Using technology when learning about literature can help Pupils deepen their understanding beyond the text in front of them.

3. Integral skills

3.1 Creativity and Innovation

3.1.1 Learning in this Area should provide opportunities to experiment with and use languages creatively to give Pupils the confidence to take risks, express opinions and to generate ideas across languages that can lead to innovative outcomes. Pupils can develop creativity through opportunities to create and perform literature. Creative expression can enhance Pupils' understanding of the key concepts as well as the method of expression itself.

3.2 Critical Thinking and Problem-Solving

3.2.1 In this Area listening, reading, speaking, and writing should underpin the development of critical thinking and problem-solving. These skills can be honed by communicating with others to understand situations and articulate ideas and to develop responses to problems.

3.3 Personal Effectiveness

3.3.1 Pupils should develop their personal effectiveness and self-awareness when learning and using their languages, which will in turn support learning across the whole curriculum. Providing a language-rich environment should support all Pupils to reflect on their own strengths in language use; and identify their own areas of development to continuously enhance language and communication skills.

3.4 Planning and Organising

3.4.1 Learning in this Area should enable Pupils to develop the skills to select and use appropriate sources and information. This should allow Pupils to organise ideas, to create effective plans and develop creative works. Given the opportunity to use literacy skills to present plans and implement solutions with clarity, Pupils can reflect on their work and plan and implement further improvements.

4. Monitoring and Review

4.1 Process

4.1.1 The success of the language, literacy and communication curriculum may be measured in the following ways:

- Pupils' ability to communicate independently at their level.
- Increased confidence in communication from Pupils.
- Increase in positive communication and behaviour, as measured via Motional.
- Increase in the success rate of individual learning goals.
- Termly showcase of Pupil's development.
- Small steps progress as evidenced via B Squared and other relevant assessment tools.

4.2 Legislative Framework

- This policy has been drawn up with regard to best practice and guidance from the below:
- The Curriculum and Assessment Act (Wales) 2021
- ALN Code of Practice Wales 2021
- United Nations Convention on the Rights of the Child 1989
- Education Act 2002
- Human Rights Act 1988
- Equality Act 2010