

St. Joseph's PARK HILL SCHOOL

ST. JOSEPH'S PARK HILL



LANGUAGE POLICY

Mission Statement

**We prepare our children for the
challenges of the future in a nurturing and stimulating environment
built on Catholic foundations.**

Date: January 2019

At St Joseph's Park Hill we recognise the importance of teaching children to be effective communicators.

Developing pupil's spoken language is necessary across the curriculum and fluency in the English language is an essential foundation for success in all subjects (NC)

All school staff ensure that they:

- Use correct spoken language at all times
- Increase children's awareness and use of vocabulary through the provision of language-rich learning experiences
- Teach discreet vocabulary lessons, modelling and encouraging the use of synonyms rather than accepting first ideas
- Use texts to explore and collect effective vocabulary and language
- Provide opportunities for children to rehearse and present their ideas
- Encourage pupils to speak clearly and confidently and articulate their ideas and opinions
- Provide role-play and drama opportunities which promote good spoken language skills
- Explore and celebrate dialects and second languages

All pupils have the opportunity to take part in class assemblies, Key Stage Assemblies and school productions.

Pupils in Key Stage 2 take part in ESB (English Speaking Board) and Poetry Vanguard Examinations.

Drama and performance is offered as an extra-curricular activity.

Our pupils enter pre-school and Reception class with varying language skills. Staff identify children with spoken language difficulties and / or auditory difficulties as soon as possible. Staff meet with parents and specialist help is sought, where appropriate. Staff then work closely with parents and the Speech and Language service to ensure that the child's needs are addressed.

In the Early Years the "Ginger Bear" Programme is used to develop children's spoken language.

Pupils for whom English is an additional language are identified and their language needs are assessed. Following consultation with parents and relevant staff, provision will be made for these pupils within every area of the curriculum, through one or all of the following: in class support, additional or alternative resources and intervention programmes. If necessary a TLP will be put in place and further support given where appropriate. Staff will work closely with parents, sharing targets and monitoring progress.

This Policy is reviewed annually or as appropriate.