

Sacred Heart School

Communication, Language and Literacy

Reception Unit

Aims and Objectives

- We aim to encourage the children to be able to communicate effectively and confidently with each other.
- To listen to other people and to respond
- To learn to engage with one another and to enjoy our language.
- To be able to read and enjoy many different types of literature.
- To be able to express themselves by writing in a variety of forms.
- To have the tools to be able to spell so writing can be understood and enjoyed by ourselves and others.
- To live and work within the ethos of the school

In order to achieve this, during their time in the Reception Unit, we will be encouraging the children to participate in the following:

Speaking and Listening

The children are encouraged to speak freely amongst themselves.

To increase their vocabulary, to listen to and respond to one another.

To speak clearly and to be able to use descriptive words.

To think objectively and express themselves confidently

To listen to others

Taking turns listening and speaking to others

Discussion and story times to talk about feeling, ideas and experiences.

Listening to and joining in with stories, poems and rhymes.

Going on listening walks

Role play

Board games

Story tapes

Let's Move programme

Performing in class assemblies, concerts and joining in with other school activities such as Poetry Day.

Phonic work-

Sounds of own name

Joining in with rhymes and stories.

Sound games

Use of Letters and Sounds and Letterland Schemes to introduce sounds

Letter and sound games and jigsaws

Letterland and other sound sheets including extension sheets as needed

Role play

sound table/display

singing songs
Word building with sound and picture cards
Computer writing and games

Reading-

Looking at fiction and non fiction books
Joining in with rhymes and stories.
Sound games
Looking at labels on clothing, equipment and displays.
Books without words to tell story
Introduction to characters in reading schemes
Pictures of characters and their names
Individual, group and class games and activities with flashcards
Sound and letter jigsaws
Story sacks
Introduction of Pre-Reading flashcards and books from scheme supported with colouring, matching and sticking activities
Simple word building
Recalling main events in stories and sequencing stories.
Making class books.
Joining in with class assemblies learning or reading their parts, following simple scripts.
Reading to one another and celebrating each others success.

Writing-

Recognising and writing own names and other members of the class.
Drawing people, and events and describing using simple words and sentences
Using stories and rhymes as starting point
Computer to write names and caption work
Pre-reading and writing sheets to encourage writing skills
Simple labels and words for topic work.
Tracing names and letter shapes.
Topic books, cards and letters.
Art/ craft work associated with letter sounds
children move on to copying and independent writing when ready.
Introduction to characters in One, Two Three and Away reading scheme and Oxford Reading Scheme using pictures of characters and their names
Individual, group and class games and activities with flashcards
Sound and letter jigsaws
Story sacks
Making labels for games in the Home Corner and other imaginative play
Other writing to support their games.

Each child will learn according to their own ability, working at their own pace with a variety of different teaching methods used according to the needs of each child. Great emphasis will be placed on using the interests of the children to encourage the development of their work and ideas.

Assessment

Each child's progress will be closely monitored.

A Learning Story for each child will be made which will include examples of work and photos.

Verbal praise and lots of encouragement are given.

Stickers are given for work, helpfulness and general behaviour. Reasons are always given for a sticker.

Smiley faces can be drawn on work.

Observations are regularly made and next steps are identified.

Differentiation

Children are given lots of time to learn to allow for different rates of maturity and the same learning points will be tackled by a variety of methods and interests.

Extra help is available from learning support team and an IEP will be written.

Extension work is always available.