



### 7.2 Communication Friendly Environment Policy

#### Policy Statement

Ladybird Forest Pre-School provides a communication friendly environment to help promote children's communication and language development. We aim to ensure that all children in our care become confident and independent and enjoy exploring and learning. The setting follows the follows steps below to make for a more communication friendly environment.

#### Procedures

##### Use Single Words

We use single key words of interest on display boards. This can promote communication and language as the single words are read to the child and have more meaning than long sentences.

##### Light

Ladybird Forest Pre-School provides a light, bright and open space to enable improved communication and language development by allowing better face-to-face communication and space for large and small group interactions.

##### Noise Management

Playing loud music is limited as it creates too much background noise and distractions. It also increases the noise levels in the room, as the children become louder to compete with the sound's levels of the music. Children also gain a lot more from practitioners singing to them at slower paces with props rather than listening to pre-recorded nursery rhymes.

We manage background noise by using the following guidelines:

1. Quiet Ladybirds (indoors)
2. Loud Ladybirds (outdoors)



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All children are reminded of the noise strategies and picture cards are displayed around the setting to help promote this.

## Routine

- We provide a clear and consistent routine so that the children feel safe, secure, and confident in their environment allowing them to develop in all areas of the EYFS including communication and language.
- We use visual aids - providing symbols to aid the development of those who are having communication and language difficulties or may speak a language other than English at home. It enables staff to communicate more effectively with the child and for the child to communicate more effectively with staff.
- We use individual packs on key rings that practitioners can carry around the room, provide a visual timetable so all children know what is happening next.

## Planning

- We plan to incorporate specific communication and language periods into the day. Staff may choose to do this through small/large groups, one to one, use of visual aids, songs, stories, specific strategies, or simply some quiet time.
- To help children with their speech and language development, we incorporate communication into the setting as much as we can. At snack time, lunch time and dinner time we encourage and support the children with sign language. Sign language posters are stuck around the setting at eye level for the children, and children are encouraged to sign to each other and staff. We also have labels around the setting, e.g. on toy boxes. Staff are encouraged to promote good communication by talking to other staff and children.
- Children take home and return a phonics book to help familiarise themselves with the process of taking books home when they start school.



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- Alongside this, each child will have daily Phonics' sessions. The Phonics sessions give each child an insight into how phonics work to aid the child's development and give them a head start when they begin school.
- Ladybird Forest Pre-School uses resources made by the organisation 'Jolly Phonics'.

## **What is Phonics?**

Phonics is the name most used to describe how children are taught to read and write in learning settings today. It concentrates on teaching the main sounds in English, not just the alphabet.

## **When is Phonics usually taught?**

Phonics is usually introduced in the Reception class and continued until the end of Year 2. Schools normally have a Phonics session each day and will follow a six-phase programme, introduced by the Government called 'Letters & Sounds'. Schools are not obliged to follow this programme and often adapt the way they deliver Phonics to suit the needs and abilities of the children.

## **How does Ladybird Forest Pre-School apply Phonics?**

Considering the above, until a child starts school, it is not feasible for pre-schools to teach children more than the basics as it could hinder them once they have joined the Reception class if their school uses a different approach. Despite this, we want to be able to teach children the letter 'grapheme' and the 'phoneme'. *Grapheme is the letter shape and Phoneme is the letter sound.* As a first step, children need to be able to hear the sounds in spoken words and replicate them orally. If children have hearing issues, sessions will be adapted to accommodate their needs using visual aids and sign language.



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## The Phonics Sessions

The Phonics sessions run during one of the child's sessions at the setting. During each phonics session, each child will be introduced to two letter sounds. These are ordered in the easiest way to be learnt and blended.

During the session, each child will:

- Be introduced to the phonic sound.
- Will listen to a short song, exploring the letter sound, accompanied by an action.
- Listen to a short story that emphasis the given letter.
- Practice writing it on a whiteboard.
- Match letter sounds to a picture card.

## Parents/Carers

Parents/Carers, are encouraged to read with their children making sure that reading, at any level, should be enjoyable. All Parents/Carers are given guidelines in their book bag that advises them to:

- Read to their child every day - 10 minutes a day, even if it is the same book repeatedly.
- Join the library.
- Talk to their child about the sounds they have learnt at Pre-School that week and ask them what things they can think of that start with that sound.
- Help engage their child in the 'Letter of the Week', for Show and Tell.
- Explore Jolly Phonics on YouTube and online resources.
- Avoid using letter names.

## Further guidance:


- Learning to read through Phonics - a guide for parents and carers. ([Learning to read through phonics - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/learning-to-read-through-phonics))

## Relevant Ladybird policies:



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- 7.1 Managing Positive Behaviour

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| <b>This policy was reviewed by</b> | Amanda Sanders - Pre-School Manager<br>Victoria Grimes - Admin Manager<br>Rebecca McGough - Chair |
| <b>Date of review</b>              | 13 <sup>th</sup> January 2024   |
| <b>Date for next review</b>        | 13 <sup>th</sup> January 2025   |
| <b>Chair's signature</b>           |                 |