

Cribden House School

Writing and Spoken Language Policy



At Cribden House, our school provides daily English lessons that are progressive and support skill development. Pupils are given a range of writing opportunities including the use of paired, group and independent writing tasks. This is developed across Key Stages, so that the pupils learn to respond appropriately and supportively to each other.

Our school encourages children to use a range of writing opportunities ranging from mark making to extended pieces of writing throughout our Key Stages and ability ranges. Children that need support with their fine and gross motor skills receive support through effective modelling and resourcing which in turn support the development of their writing. We therefore include a range of opportunities in the provision for children to develop their fine and gross motor skills. For example, using tweezers to pick up items, using water and paint brushes to make marks outside and manipulating playdough. We value that at this stage, children are emergent writers where they will make marks in their play before moving onto forming letters and words. Therefore, the class environment, including the outdoor area, is set up so that children can access a range of materials to mark make with, for example they can use paint, pencil, chalk and sand. Every attempt at mark making and writing is valued.

The aims of teaching writing in our school are to develop pupils:

- To show high levels of interest in writing and exhibit very positive attitudes towards independent pieces.
- To use and understand language as speakers, readers and writers.
- To develop competency, confidence and independence in the use of language in their writing.
- To have an awareness of different audiences and purposes for writing.
- To apply their grammatical knowledge in their writing
- To apply their phonetical and spelling knowledge in their writing

At Cribden House we deliver writing through the Lancashire Scheme and ensure that each class has appropriate coverage of the curriculum and content throughout the year. Children have access to a variety of authors, text types and genres to make sure that they have an awareness of a broad and enriched English scheme. As part of these sessions' children will practise writing from models and samples of quality writers and poets, learning to use a variety of writing strategies. Assessment for learning strategies are used on a daily basis. These show the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Formative assessment of learning is completed termly using assessment on Bsquared and holding internal and external moderations to ensure that judgements are accurate. Data is analysed to ensure that all pupils are making at least expected progress. These results are monitored by subject leaders and SLT and reported to Governors. Pupils who are not on track are identified for intervention/target teaching.

English lessons are planned and differentiated effectively so that all the children are not only supported in their learning but are also given the appropriate challenge to enable them to make progress. Appropriate and reasonable adjustments are made to how the curriculum is delivered and the resources provided so that our children who may have additional needs can continue to access the curriculum. All of our children will have a Provision plan which details the interventions and additional support the child is receiving. We have interventions and resources to use to support the child in their learning. These are planned to specifically meet the needs of the individual child or group.

The teaching of spelling, punctuation and grammar is taught in line with The National Curriculum. Each year group uses the National Curriculum to identify the terminology and skills needed to be taught during the year. Children continue to learn High Frequency words including those that are nondecodable in addition to the words set out in the National Curriculum. As children progress, they continue to learn

spelling rules and spellings set out in the National Curriculum. Punctuation and grammar skills are taught to children through our Lancashire units, through discrete lessons or via interventions.

Cribden House recognises the importance of spoken language in pupils' development, especially as it underpins the development of writing. We offer all pupils a language rich environment where their ideas are sought and valued. Children are encouraged to develop their communication skills throughout the school in a variety of contexts. Children working here at Cribden can develop spoken language skills through:

- Role Play
- Small World play
- Story time (Daily Reading and Class Novel)
- Listening to instructions on sound buttons/ widget and PECS
- Rhymes and songs
- Discussions for example in PSHRE (Jigsaw)
- Recording their ideas on video using the I-pad
- Learning partners to discuss answers with before sharing with the class.
- School Council.
- A - Team

English is monitored by the subject leader, governors and by the Head teacher. At the beginning of the year key priorities for English are identified using the School Development Plan and an action plan is formulated to address them. Throughout the year the subject leader uses this action plan to form any monitoring activities which include; planning and book analysis, learning walks and pupil perceptions.

Throughout the year the impact of any actions taken place is evaluated and at the end of the year a subject evaluation is performed to identify areas of development and success. The English subject leader is also responsible for:

- Providing leadership and vision
- Monitoring the delivery of the curriculum, including the use of the 'Key Strategies for Teaching Reading and Writing'
- Supporting staff in their planning and implementation of the National Curriculum and in assessing the progress of their children.

This policy was written in September 2023

To be reviewed September 2024