	LONGWORTH UNDENOMINATIONAL PRIMARY SCHOOL POLICY DOCUMENT	
	English Policy	Policy No: LPS-2 Issue No: 03
	Next Review Date: November 2029	Date: November 2026

At Longworth we are committed to the teaching of English in a meaningful, cross-curricular context, with specific skills such as phonics and handwriting taught discretely and systematically.

Context
At Longworth we have four classes, each with a wide range of age and attainment. We adapt teaching in a variety of ways (by outcome, task, and expectation). Assessment for learning strategies are used throughout the school and peer and self-assessment is a regular feature of lessons to involve all children in their own learning and progress.

Aim
The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Our objectives:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- think clearly, communicate effectively, access the curriculum and build relationships
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

General Approach
At Longworth we use the National Curriculum (2014) and the Early Years Foundation Stage Curriculum as a basis for planning teaching and learning.

Reading:

Phonics

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In the Early Years children learn the phonetic sounds using Floppy's Phonics. This is taught daily in Fox Class and Badger Class and if needed revisited in year 2 and above. Phonics is used throughout the school to embed Reading and Spelling. All staff have received training in Floppy's Phonics.

Teaching reading

Text based planning is used throughout the school. A range of books are chosen (see the Whole School Progression Map for Reading) with meaningful links to the topic being learnt. Various methods of sharing the reading are used throughout the school including: being read to, chorally reading out loud, reading to a partner, an individual reading and the adult reading to a class. Throughout the school the individual children's reading is listened to by teachers and teaching assistants. Reading comprehension skills are explicitly taught.

Reading at home

Children in Fox Class and Badger Class take home a book that matches the current Floppy's Phonics sound being learnt that week and 1 or 2 books to share with their adult at home.
We have a selection of banded books available to all classes to cater for all reading needs. These children still learning to read have access to a range of books, which are at an appropriate interest age, but are at an accessible reading age. These help lower attaining and SEN children to continue to grow in confidence as readers with a text that appears appropriate for their age group. In Key Stage 2, children choose books to take home and read from their assessed book band where appropriate.

We encourage all readers to share and discuss a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language; enthuse them with a love of books and to inspire them to become great authors themselves.

Reading for pleasure

Reading for pleasure is encouraged throughout the school by:

- Providing attractive, comfortable reading areas in classrooms. The children were involved in designing these areas. A selection of books are available and each half term children choose a new selection of books from the library for the classroom. Books are stored in fiction/non-fiction sections and there is often a special display e.g. of books by a particular author
- The school has a lending library which was recently re-stocked using suggestions from children. It is open to borrow books every week.
- Stories and texts are read to the children regularly.
- The children have regular opportunities to read – either on their own, with a friend or in a group during reading sessions.
- The school celebrates World Book Day and encourages all the children to take part in the Oxfordshire County Council Summer Read at their local library.
- There is a weekly Reading Assembly where the English Lead reads to the whole school.

- Children from different classes read to each other at the weekly Book Buddy Assembly on Wednesdays.

Writing (see appendix 1: 'Writing Cycle Approach)

The school uses the Literacy Learning Journey to plan writing. Units of fiction and non-fiction work of between 1-4 weeks are planned in the context of a theme or topic. Different text types/genres are taught and included in the curriculum map. The curriculum map is evaluated and adapted/changed as appropriate. (See the Whole School Progression Map for Writing) The children know this as the 'Learning Journey' and all classes share this approach. The sequence of work can be seen on the Learning Journey working wall and in the children's books.

Each class has a number of expectations which are to be achieved over the year:
Fox Class One (Year One): finger spaces between words; capital letter at the beginning of writing and full stop at the end (but not necessarily at end of each sentence).
Hedgehog Class: (as Year One): full stops and capital letters. Correct use of plurals, apostrophes, ? and !
Otter Class: correct use of commas, speech marks and use of apostrophes. In year 6 the children will use semi-colons and colons. These expectations will always be addressed in marked work.

Children are taught about the structure of texts through the use of story maps and other techniques. Children are explicitly taught the Purpose, the Audience and the Form for their writing.

To make the writing more effective and purposeful the following techniques are used to enthuse the children:
Use of drama, hot-seating; shared writing; writing from first-hand experiences (visitors and trips), writing for a purpose; allowing children to use all their senses.

They are taught about the features of different text types in terms of 'tools' – features they can choose from for effect. These tools are revisited every year and built on systematically.

Oracy:
The Spoken Language programme of study in the National Curriculum for England (2014) is widely drafted, so the school has used the Voice 21 "Design a Curriculum for Oracy Planning Tool" to complete the Oracy Curriculum and has adopted the "Communicating the Curriculum" document (from The Communication Trust) which links the National Curriculum statements to the typical stages of language development for children.

Handwriting
The children are taught correct letter formation, pencil grip and fine motor skills through finger gym activities. Handwriting is a daily task in continuous provision to encourage independent writing. Correct,

single letter formation is taught from Foundation Stage. The cursive handwriting joins are taught from the end of year 1.
Reception and Year 1: Handwriting is taught each day with Phonics with a specific grapheme focus each day.
Year 2 and beyond: Handwriting is taught at least once a week. The children learn to join their writing.

Assessment
See Assessment policy for details of formative and summative assessment.

Parental involvement/homework
When the children start school in Foundation Stage they are given a book bag. Parents are advised on how to help their child at the initial parents' meeting before children start school.

Children take books home to read at an appropriate level and if in Fox Class and Badger Class with the correct sound being taught. The books are graded using the 'Book Band' system and are from a variety of reading schemes. The children take two books home each week: one of which is phonetically decodable to practice and embed the sounds that they have been learning and the other will feature more high frequency words and rely on repetition or other techniques to assist with the learning to read process. Children also borrow books from the school library.

Every year, in November a Phonics workshop is held for parents, after which Foundation Stage and Badgers children have a 'Floppy Phonics' folder to take home. The online Floppy Phonics has an accessible area for parents to learn with their children at home to reinforce learning every day. The website gives access to phonically decodable books for parents and children to share.

In Hedgehog and Otter Class children have reading homework tasks to complete. Reading with parents at home is expected to continue.

Inclusion
See Special Educational Needs Policy.
We also aim to achieve the full and effective participation of all children by:

- Acknowledging and valuing the variety of different experiences, interests, social and cultural backgrounds of children.
- We ensure access to learning by differentiated teaching and learning strategies and the use of resources to support independence in the classroom.
- We provide texts from a range of cultures and which are free from discrimination and stereotyping.

ICT
All classes have interactive boards, with a range of resources used in English lessons.
Wireless laptops are used for composing on screen or presenting work and to support learning

e.g. through the use of games to develop phonics skills, or the use of the internet for research.
I-pads are used in a similar way. Digital recording devices are used to record ideas, perform texts etc

Roles of responsibility

The English subject lead is Joey Potgieter (Otter Class Teacher)
The SENDCo (Claire Cotton) supports teachers in identifying the needs of under-achieving children.

See also:

- Assessment Policy
- Marking and Feedback Policy
- Handwriting and Presentation Policy
- SEN policy
- Behaviour for Learning Policy
- Curriculum Policy

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