English
POLICY

Longford Park School

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At Longford Park we strive for children to learn to speak, read and write fluently so that they can communicate their ideas and emotions to others.

By the age of eleven we aim for children to be able to:

- Confidently share their own ideas and opinions whilst listening to those of others.
- Read and write with confidence, fluency and understanding, using a range of strategies to self-monitor and correct.
- Develop a love for literature.
- Be able to read for enjoyment and information.
- Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- Be able to read and write a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination and inventiveness.

The Early Years Framework is followed to ensure continuity and progression from the foundation stage through to the National Curriculum. Pupil provision is related to attainment not age.

Each class follows a creative planning from teachers, which aims to develop the above skills in line with pupils’ interest and ability.

Our teaching of reading concentrates on phonics as promoted in ‘The Importance of Teaching’ White Paper (2010). We follow the Letters and Sounds Scheme.

We focus on grammar concepts as identified in the English Curriculum (2014). These are taught both discretely and as part of wider English lessons. Pupils are encouraged to use these skills in writing across the curriculum.

We believe communication is crucial in our children and underpins many of the concomitant social and behavioural difficulties. To this end we prioritise drama and all teachers use drama techniques to enhance pupils’ understanding of characters and themes in class books. Pupils are also encouraged to use their drama skills in lessons across the curriculum.

**Reading Scheme/Home School reading.**

All pupils have the opportunity to develop their reading skills in subjects across the curriculum. In line with our Home-School reading agreement, all pupils are expected to read and discuss their book at home every night. This is recorded in Reading Records and both should be returned to school each day. Our school uses the Pearson ‘Bug Club’ scheme. As well as print versions of each text, pupils all have accounts to the Active Learn Bug Club platform (https://www.activelearnprimary.co.uk/login?c=0), where pupils can read their book online and answer comprehension questions about what they have read. Books are monitored by teaching staff to ensure all pupils are given a book that they can easily decode.
In addition to our Home-School reading books, we are very well resourced and each class benefits from a class library. Here we have a broad selection of fiction and non-fiction for the pupils to choose from.

At Longford Park School, we believe reading is an essential life-skill. We provide children with opportunities to participate in shared reading, guided reading and independent reading. Pupils are encouraged to read for enjoyment and are given regular opportunities to review their books with peers. Pupils benefit from listening to class texts being read aloud to enable all pupils, regardless of ability, to access age-appropriate texts which may be difficult for them to read and understand independently.

**Reading Assessments:**

Each term, the class teacher sets a reading target that both pupils and parents are made aware of. All the target charts are displayed in classrooms. Formative reading assessments by teaching staff are ongoing throughout the year. Towards the end of each term, pupils are given a summative Rising Stars assessment. Using a mixture of formative and summative assessments, teachers decide upon a Longford Park assessment percentage for each child, which is then moderated by teaching staff as a group to ensure all judgements made are consistent across the school.

**Writing:**

At Longford Park School, we believe in placing high-quality texts at the heart of the curriculum. Teachers select age-appropriate texts in line with pupils’ interests and abilities. Using one text as a main focus, teachers use a range of strategies to fully immerse children in the text, which is then used as a stimulus for writing. Teachers ensure a range of genres are taught throughout the year. The features of these genres are then used in writing opportunities across the curriculum. Books are chosen specifically for pupils to access a range of authors, both new and more established. Age-appropriate picture books are frequently chosen to enhance pupils’ emotional and visual literacy skills.

For this reason, the English long-term plan is a working document which is updated at the end of each half-term. Pupils’ reading and writing skills are celebrated in various ways, from displays in classrooms to certificates being awarded for effort and achievement.

**Writing Assessment:**

Each term the class teacher sets a writing target that both pupils and parents are made aware of. All the target charts are displayed in classrooms. Targets are generated from each pupil’s Longford Park levels assessment tracker. Feedback against individual targets and new targets to work towards are part of the marking and feedback process in pupils’ books, which are monitored by SLT on a termly basis.

Pupils IEP’s are annotated termly and placed in the main file at the front reception area.
SATS:

Pupils in both Year 2 and Year 6 access the National curriculum Reading and SPaG tests each academic year in May. It is only pupils working at an appropriate level who will sit the tests, as much of the assessment is teacher based, particularly in Year 2. Longford Park School follows moderation guidance from Trafford Council, in line with the DfE’s Interim Assessment Frameworks, to decide upon final teacher assessment data.

Homework:

All pupils are expected to spend time each evening reading and reflecting on their home-school reading book. Different classes give out a range of English homework throughout the year depending on the ages, abilities and interests of the class. Tasks may include comprehension activities, spellings to learn and creative writing tasks linked to a topic.

Interactive Resources:

The pupils have access to a wide variety of interactive resources, including Education City and Purple Mash, both of which are regularly used to provide a curriculum that is stimulating for pupils and which can be accessed at an appropriate level. Pupils respond well to interactive learning opportunities and they enjoy the variety of different ways to independently apply their skills. Additionally, the school has two sets of Ipads, meaning apps such as ‘Popplet’ ‘Skitch’ can be frequently used. Interactive teaching strategies are used to engage all pupils in order to raise overall reading and writing standards.

Cross Curricular English opportunities:

Teachers will seek to take advantage of opportunities to make cross curricular links. All teachers plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons in other areas of the curriculum.

Inclusion:

Inclusion is at the heart of everything we do at Longford Park and we have a strong belief in holding high expectations for all of our pupils. We aim to provide for all the differing abilities of pupils in each class, so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils are underachieving and make steps to improve their attainment. We have a Reading Recovery programme delivered by trained staff.

Drama:

Pupils of all ages enjoy drama activities in areas across the curriculum. Drama sessions in class will dovetail individual speaking and listening targets with drama skills, enjoyment and achievement. All pupils will learn to participate in discussions, presentations, performances, role play, improvisations and debates. For example, ‘Hot Seating’ is frequently used to extend communication. Every child will enjoy performing and being part of an audience under the umbrella of drama. To celebrate the festive season, all pupils are encouraged to participate in the annual Christmas Concert. Whilst younger pupils participate in a nativity play, older classes are encouraged to decide upon their own theme, which changes each year.
Role of the Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in speaking and listening, reading and writing through regular monitoring and evaluation. These include:

- Monitoring of pupil progress
- Learning Walks
- Providing opportunities for staff training
- The deployment and provision of support staff
- Providing opportunities for staff training
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments