Longford Park English Policy
2019-20

VISION
Longford Park Primary School will instil aspiration and high expectations for learning, to enable every child to fulfil their potential through excellence in all that we do.

AIMS
To create a nurturing community that promotes respect for diversity, tolerance, consideration and compassion;
To create a learning environment that promotes determination and resilience;
To celebrate high standards through achieving excellence, creativity and inspiration;
To create an environment that promotes responsibility, leadership and teamwork.
Introduction

This policy outlines our approach to the development of language in communication (speaking and listening) reading and writing. It is for staff, parents and governors. Review and revision will be on-going. In addition to the guidelines, it attempts to encourage further discussion and reflection.

Aims

- To provide a language rich environment that promotes a culture of communication, reading and writing;
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- To value and use books as a basis for learning, pleasure, talk and play;
- To teach children the craft of writing, including handwriting, in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- To teach the basics – spelling, handwriting, grammar and punctuation – to ensure accuracy within creativity;
- To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- To raise the standards of communication, reading and writing so that every child makes best progress;
- To value and celebrate diversity in culture and language.

Learning & Teaching

At Longford Park we use the New National Curriculum as a basis for our planning within the subject and expect all teachers to follow this principle. Literacy is taught on a daily basis from EYFS to Y6 based on a central high-quality text and supported and enhanced through our topic curriculum areas.

In Foundation stage, Literacy forms the basis of one of the areas of learning – communication, understanding and reading. Emphasis is on teaching Literacy through stories and books; through topic links; child initiated learning through play, plus adult intervention; and demonstration and use of language. In Y1 -6 teaching and learning usually takes place within a whole class. Good practice in reading and writing is shared and modelled in whole class teaching. Teachers use a variety of interactive teaching methods to deliver an engaging curriculum and achieve learning objectives.

Communication (Speaking and listening)

We encourage all of our children to talk about their learning and ideas through the use of talking or learning partners. They are given opportunities to talk about their writing in preparation for extended writing. We believe that talk helps children to think and improve what they would like to write. Teachers will model the correct use of Standard English and accurate speech to improve grammar in writing.

Reading

Reading is taught as whole class sessions daily. During a reading session, the children read and respond to a challenging text with the teacher supporting. It is intended that reading lessons
provides a forum for children to demonstrate what they have learned about reading and to develop further and extend their reading and comprehension skills.

Individual reading

Children have access to graded books in a reading scheme to support the development of their individual reading skills. Children start the reading scheme in FS and continue on this scheme until they become competent independent readers. All children have the opportunity to borrow a book from the school library.

Phonics

We teach phonics from EYFS. Initially, children are encouraged to link sounds with letters through play and word games. We use Read Write Inc. (a progressive phonics teaching programme) to ensure children advance quickly and lessons are aimed at the correct pitch for the children. RWI is taught daily throughout Key Stage 1. It is taught to groups in Key Stage 2 if a need is identified. Fresh Start Phonics is used as a phonics intervention throughout Key Stage 2 as well.

See RWI policy for more details.

Assessment: Children in Year 1 have to undertake a national phonics assessment in the summer term. If they do not reach the required level at the end of Y1, they can repeat the test at the end of Y2.

Writing

Shared and guided writing

This is an integral part of the literacy lesson where teachers and children construct a piece of writing together, giving opportunities for the teacher to model writing using the children’s ideas. This modelling covers basic skills such as handwriting and presentation, spelling, punctuation, sentence structure and grammar, as well as content such as creative and imaginative ideas or factual writing.

Basic Skills

Literacy lessons cover and reinforce the basic skills of spelling, handwriting, presentation, grammar and sentence structure both in discreet teaching slots and as part of other writing.

Writing for a purpose

Literacy lessons explore the purpose of writing and differences in styles of writing. This includes non-fiction and fiction genres such as instructions, report, diary, suspense, parody, persuasion, poetry and recount, as well as considering the audience. Learning is differentiated according to the needs of children who work in ability groups so that each child can make good progress.

Writing across the curriculum

Children at Longford Park have regular opportunity to develop their literacy skills through extended writing in STEAM and other lessons. The cross curricular links allow children to develop a broad and balanced understanding of writing genres and techniques.
Handwriting

Foundation Stage use and practise basic letter formation, closely linked to RWI. Y1 to Y6 follow Nelson handwriting and presentation scheme which teaches joining. Teachers expect high quality presentation in written work, line guides are used for most pieces of writing.

Assessment: A summative assessment of writing takes place throughout the year, typically at the end of each half term. The assessments are formulated using level or step descriptors for writing and also include examples of writing from across the curriculum and in class literacy books. Assessment for learning is continuous and shapes future teaching and planning. Analysis of writing assessments feed into pupil progress meeting which allows for targeted, precision teaching within the classroom so that children are learning what is needed to help them to progress. Pupil progress meetings also enable teachers to analyse gaps in learning and focus on the next steps needed for progress. Moderation of writing assessments is carried out several times a year, guided by the SLT and literacy team.

Presentation

All staff at Longford Park have a high expectation for presentation from the children, and books will reflect this. All work is to be dated and include a learning objective eg:

**Monday 2nd September**

**LO: Identify features of persuasive writing**

In KS1, children complete their writing in pencil. During KS2, children are required to gain a pen licence so that they can write in blue handwriting pen. Pencil should still be used for drawing or underlining with a ruler.

Spelling

The school uses a precision spelling approach throughout. The teaching of spelling is focused on the RWI and Fresh Start Phonics scheme as well as key words for each year group. It is supported by activities based on key spelling patterns, STEAM words and high frequency words. The teaching of spelling can be reinforced through engaging and interactive activities during reading session.

Assessment: Spelling is included in the new SPAG (spelling, punctuation and grammar) national tests at the end of both KS1 (in 2016) and KS2. Baseline assessments will also take place.

Teachers are working from new guidelines to ensure that children cover the necessary areas in KS2 and are well prepared for the test. Year 2 children also have a national KS1 SPAG test from 2016.

Marking and Feedback

All work completed by pupils should be marked in accordance with the Longford Park marking policy and codes. Pupils should be given the opportunity to complete self and peer assessment of their work. Pupils must be given the opportunity for reflection, responding to teachers’ feedback where appropriate.

Marking codes for Literacy will begin to be introduced in Key Stage 1 and used consistently throughout Key Stage 2.
APPENDIX 1

<table>
<thead>
<tr>
<th>Code</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI</td>
<td>Child Initiated</td>
</tr>
<tr>
<td>AL</td>
<td>Adult Led</td>
</tr>
<tr>
<td>VF</td>
<td>Verbal Feedback</td>
</tr>
</tbody>
</table>

Longford Park Primary School  English Marking Code  KS1

<table>
<thead>
<tr>
<th>Code</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWT</td>
<td>Guided work with a Teacher.</td>
</tr>
<tr>
<td>GWLA</td>
<td>Guided work with a Teaching Assistant.</td>
</tr>
<tr>
<td>IW</td>
<td>Independent work – you did it on your own.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Learning objective met &amp; challenge task set.</td>
</tr>
<tr>
<td>✓T</td>
<td>Learning objective not yet met, additional task set.</td>
</tr>
<tr>
<td>VF</td>
<td>Verbal feedback and comment</td>
</tr>
<tr>
<td></td>
<td>Check your spelling.</td>
</tr>
<tr>
<td></td>
<td>You have done this part really well.</td>
</tr>
<tr>
<td>RTF</td>
<td>Reply to feedback</td>
</tr>
</tbody>
</table>

Longford Park Primary School  English Marking Code  KS2

<table>
<thead>
<tr>
<th>Code</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWT</td>
<td>Guided work with a Teacher.</td>
</tr>
<tr>
<td>GWTA</td>
<td>Guided work with a Teaching Assistant.</td>
</tr>
<tr>
<td>IW</td>
<td>Independent work – you did it on your own.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Learning objective met &amp; challenge task set.</td>
</tr>
<tr>
<td>✓T</td>
<td>Learning objective not yet met, additional task set.</td>
</tr>
<tr>
<td>WS</td>
<td>You need to come along to a Work Shop to talk this through.</td>
</tr>
</tbody>
</table>
We need to quickly talk this through – see the teacher.

Edit your punctuation.

Check your spelling.

Read back to check this makes sense/is your best.

Remember to start a new paragraph.

You have done this part really well.

Reply to feedback

Reviewed On:  September 2019
Claire Martin (English Leader)  Julie Hiddleston (Headteacher)

Next Review:  September 2020