



Long Meadow School



## English

### Intent, Implementation and Impact

#### Intent

At Long Meadow School our priority is to create fluent readers and writers, who are equipped with the knowledge and skills required to be confidently literate throughout their lives. Alongside our vision for children's academic achievement is our wish that our children leave Long Meadow with a life-long passion for reading and stories because reading for pleasure provides so many benefits: academically, socially and emotionally.

#### Implementation

Following the National Curriculum, we teach the strands of English using a carefully sequenced approach. Teachers create a positive attitude to the strands of English learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards. The school is committed to inclusion and adaptations are made to learning when required to ensure that all children make progress from their starting point. Children are supported and challenged in a variety of ways to ensure that all children, including SEND, EAL, disadvantaged and gifted children can achieve their full potential.

#### Spoken Language:

We ensure that our classrooms are language-rich environments that stimulate meaningful speaking and listening opportunities. We create structured opportunities for dialogue and discussion linked to learning and encourage children to share their thoughts in a safe and secure environment. Much of our teaching is dialogic which means that children are actively engaged in their learning and able to verbalise their ideas and opinions. We utilise a range of strategies in the classroom to teach and practise spoken language.

#### Reading:

Our priority is that every child leaves Long Meadow a competent and confident reader both for academic success and enjoyment of language and stories, enabling children to become life-long readers. We prioritise the teaching of reading by using a systematic phonics programme (Read Write Inc.) in Early Years and Key Stage One and further developing children's reading knowledge and skills by using Whole Class Reading in both Key Stage One and Key Stage Two.

#### Writing:

At Long Meadow, we believe that reading and writing are inextricably intertwined and so we link reading and writing to develop both skills simultaneously. We believe that, as much as possible, writing should have a purpose and we make this clear to the children so that they understand why they are writing. We follow the 'purposes' model of teaching writing rather than the 'text type' model and children learn to write for the four main purposes of writing: to entertain, to persuade, to inform, to discuss. By the end of Key Stage Two, we would expect

that children understand that many text types can fall under more than one category, for example newspaper reports can be written to persuade, to inform or to entertain. When teaching the skills of writing, we follow a carefully sequenced structure. First, we spend time exploring the purpose, analysing what success looks like through an exploration of the structure (both whole-text and sentence level) and the specific language features. Then we model specific parts of the purpose for writing, focusing on the key grammar and language skills needed to be successful. This is where misconceptions are addressed and children have the opportunity to initially apply their understanding through scaffolded pieces of writing. Finally, the children apply what they have learned by completing a 'hot write' where they write for the purpose independently. This final stage also includes editing, both content and secretarial, as well as publishing for a given audience.

### Spelling:

Understanding how to spell correctly is important in supporting children to communicate their ideas clearly and accurately. We recognise that the English language makes learning to spell difficult for children, due to the high number of possible grapheme choices for each phoneme. Because of this, we teach children to spell using the Read Write Inc. Phonics programme in Early Years and Key Stage One and the Read Write Inc. Spelling programme from Year 2, which is a robust and systematic approach to teaching spelling. The programme provides explicit, systematic teaching that is continually practised and reinforced until knowledge is committed to children's long-term memory. Throughout each unit, children participate in a range of activities to explore and practise a specific spelling pattern and, following this, opportunities to revisit and revise are planned into the Long-Term Plan for each year group.

### Grammar:

An understanding of how to use grammar correctly is an essential part of learning to write to ensure unambiguity and clarity of meaning. We believe that grammar is best taught in context which is why most explicit grammar teaching, linked to the year group guidelines in the National Curriculum are taught as part of the writing process. Children are given further opportunities to explore grammar principles through Whole Class Reading discussions and independent learning experiences.

### Handwriting:

We place value on children taking pride and care over their learning and handwriting is an integral part of this. Having a fluent, comfortable handwriting style is crucial for children to develop writing stamina and to feel proud of their learning. We use the Read Write Inc. programme in Early Years and Key Stage One to teach correct letter formation and move on to using the PenPals programme from Year 2 to further develop handwriting skills.

### Impact

The impact of English at Long Meadow School is measured in a variety of ways. The school uses its own Assessment Book which is based on the outcomes from the National Curriculum to assess the children's learning at the end of each term. Formal assessments of Reading (using the Salford materials) and Spelling (use RWI Spelling as the SWST) are carried out at

the beginning of each term and used to inform planning. Monitoring is also carried out through pupil voice, (when the children are asked about their work), book looks (learning in the children's books), learning walks and lesson observations, looking at the work on display, a scrutiny of social media posts and class websites, as well as evaluating any internal or external assessment information we have from statutory tests and internal assessment checks.