



English Policy – Longshaw Community Junior School (Updated November 2025)

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Mission Statement

“Success for all – nothing less!”

At Longshaw we strive to open doors by providing opportunities which inspire all children to flourish and reach their full potential. We create a safe, secure and happy environment where each child can learn to become a responsible member of their community. We nurture positive attitudes to learning and foster friendship and respect. We celebrate success so that children develop enduring self-confidence.

Intent (Intent–Implementation–Impact)

Our English curriculum is ambitious for all pupils, including disadvantaged and SEND learners, ensuring full access to the same breadth and depth of learning through adaptive teaching and high expectations.

Literacy and communication are at the heart of all children’s learning. Literacy is central to intellectual, emotional and social development and therefore plays an essential role across the curriculum. It enables purposeful communication through spoken and written language, allowing children to examine experiences, feelings and ideas.

English at Longshaw is embedded across learning. We aim to develop children’s abilities across Spoken Language, Reading and Writing in a creative, progressive curriculum. We use high-quality texts and vocabulary-rich environments to ensure children become literate, confident communicators who develop a lifelong love of reading and purposeful writing.

By the end of Key Stage Two, children at Longshaw will:

- read and write with confidence, fluency and understanding
- express opinions and formulate responses using appropriate vocabulary
- read widely for enjoyment and information
- acquire a broad and ambitious vocabulary
- be effective communicators and active listeners
- understand and apply spelling conventions
- understand text types and write in varied styles for different audiences
- demonstrate imagination, creativity and critical awareness
- use grammar and punctuation accurately
- present writing clearly, using legible, fluent handwriting

We work toward these aims by:



- promoting high-quality learning and exceptional attainment
- providing a rich curriculum and effective learning environment
- promoting effective partnership with families and community stakeholders
- modelling our values in all learning experiences

The values:

- We show **compassion** towards others; adopting a caring attitude, making sure we try to understand and support others.
- We show **honesty** and always make sure we are truthful and fair.
- We show **aspiration** to achieve as much as we can in every endeavour.
- We show **respect** and pay due regard to the needs and feelings of others.
- We show **teamwork** and collaborate to good effect.
- We show **enthusiasm** to take on new challenges.
- We take **responsibility** for our actions seeking to achieve a positive effect.
- We show **determination** to succeed when faced with a difficult task.

Cultural and Personal Development

Our curriculum is designed to develop resilience, confidence, determination and respect. Activities planned within teaching reflect expectations from the Reading Framework (2023, updated) and Writing Framework (2024), including talk-rich environments, transcriptional accuracy, composition, reading fluency and explicit vocabulary instruction.

Statutory Requirements

We follow the National Curriculum programmes of study for Key Stage Two, ensuring progressive coverage of Spoken Language, Reading, Writing and Grammar, Punctuation and Spelling. We retain flexibility to introduce content earlier where appropriate.

Our school curriculum is mapped yearly to ensure structured progression while reflecting the most recent national frameworks for reading and writing.

Implementation

Planning

All children receive daily English teaching. Teachers plan collaboratively to ensure equity and consistency. Clear objectives and success criteria are shared with pupils. Teaching is differentiated and supported through targeted interventions.

English skills are taught discretely and applied cross-curricularly. The following daily offer reflects recommendations from the current Reading and Writing Frameworks:

- Daily English lesson with 51 grammar warm-up
- Daily whole-class reading session (fluency, vocabulary, comprehension)
- Daily spelling lesson using Spelling Shed



- Daily class novel session
- Technology is used to enhance learning, support composition and enable accessibility.

The English programme of study includes:

- Spoken Language
- Reading (decoding, fluency, comprehension)
- Writing (composition, transcription)
- Vocabulary, Grammar and Punctuation

By the end of KS2, children are expected to know, apply and understand skills within each area.

Oracy

Spoken language underpins reading and writing development. We systematically teach and model high-quality spoken language, including standard English, turn-taking, questioning and presentation skills, aligning with the Reading Framework's emphasis on talk-rich classrooms.

Children are provided with frequent opportunities including:

- drama, debate, assemblies
- storytelling and performance
- paired and group discussion
- presentation for different audiences
- book talk and retrieval conversation

Children with identified needs receive support from external specialists where required.

Reading

Reading is taught through a systematic and cumulative approach to phonics, fluency and comprehension, fully aligned with the 2023 Reading Framework. Whole-class reading is the primary model of delivery, ensuring equity of access and ambitious expectations for all pupils, including disadvantaged and SEND learners. Teachers model prosody, fluency and comprehension strategies explicitly, while continual assessment identifies next steps. Reading is taught through a systematic and cumulative approach to phonics and fluency development, enabling automaticity so pupils can focus on comprehension. Oracy is embedded through daily discussion, book talk and performance.

Reading is prioritised as a foundational life skill. By the end of primary school, all pupils should read fluently and confidently.

We teach reading through:

- systematic whole-class reading
- fluency modelling
- vocabulary pre-teaching



- repeated re-reading
- structured questioning using content domains

Children requiring additional support access the Little Wandle Rapid Catch-Up Programme, aligned with the latest Reading Framework guidance for securing decoding and fluency in KS2.

We promote reading for pleasure through:

- author studies
- daily class novels
- library visits
- recommendations from staff and peers
- Reading at home is monitored and rewarded.

Where pupils work below age-related expectations, targeted interventions (including Fisher Family Trust and phonics catch-up) are applied.

Writing

Writing is taught through high-quality model texts. We develop composition and transcription in line with the new Writing Framework, providing systematic teaching of purpose, audience, control of formality, and accuracy.

Children learn to:

- write for a range of purposes and audiences
- sustain stamina through extended writing
- apply accurate punctuation and grammar
- edit and refine written work
- plan using a range of scaffolds

Writing is taught through four phases:

1. Reading Response and Analysis
2. Gathering Content
3. Planning and Writing
4. Presentation

Poetry, drama and visual stimuli are used to inspire writing.

Ways We Develop Writing:

- teacher modelling of composition, vocabulary and editing
- guided writing adjusted to next steps
- explicit grammar instruction (5I model)
- purposeful, authentic writing opportunities



- collaborative writing and peer editing
- cross-curricular application
- Joined, fluent handwriting supports automaticity and transcription.

Grammar

Grammar is taught in context using the 5I model:

- Immerse
- Imitate
- Innovate
- Invent
- Improve

Children apply grammar within authentic writing, as recommended in the Writing Framework.

Vocabulary

Vocabulary development is explicit, progressive and systematic. Strategies include:

- word mapping and etymology
- morphological understanding
- subject-specific vocabulary
- tiered vocabulary instruction

Spelling

We teach spelling using Spelling Shed. Children practise patterns and rules and log personal focus words.

Weekly spelling tests are not used as a sole measure of learning; we embed retention in writing.

Handwriting

We teach continuous cursive through Letter-Join. Teachers model consistently, emphasising fluency and legibility. Children have daily practice at the start of each English lesson.

ICT and Technology

Technology supports writing through planning tools, publishing software, speech-to-text and multimedia stimuli.

Cross Curriculum



Teachers plan authentic writing opportunities in all subjects. One extended cross-curricular writing piece per half-term is expected.

Impact

Our approach reflects the Education Inspection Framework, ensuring a well-sequenced, knowledge-rich curriculum that develops pupils' cultural capital and enables them to know more, remember more and do more. Reading is prioritised as the cornerstone of the curriculum, allowing equitable access to learning.

Assessment is continuous and responsive. Pupils are assessed using:

- formative feedback
- NFER tests (reading, grammar)
- reading fluency benchmarks
- Sonar tracking
- 2 Eskimos provides reading age scores to support book matching.

Children are expected to make good progress from their starting points.

Inclusion

All pupils, including disadvantaged and SEND learners, receive access to an ambitious curriculum. Adaptive teaching ensures equity, while targeted intervention develops fluency, automaticity and transcriptional accuracy.

All children receive quality first teaching. Additional intervention includes:

- Little Wandle Rapid Catch-Up phonics
- targeted fluency support
- group writing conferencing
- SEND-specific scaffolds
- Higher attainers are challenged to achieve depth of understanding.

Equal Opportunities

We ensure full inclusion regardless of gender, background, disadvantage, SEND or learning need. The English lead monitors equity of progress.

Role of the Subject Leader

The English Subject Leader:

- monitors provision, progress and environments
- leads policy updates
- analyses data to inform action planning
- supports CPD
- audits and organises resources
- attends English Hub training



- moderates writing across school

Parental Involvement

Parents are encouraged to support reading and writing at home. Progress is shared termly. Guidance is provided through parent workshops and information events.

Related Policies

Phonics

Teaching and Learning

Assessment and Record Keeping

Marking and Feedback

SEND

Pupil Premium

ICT

Equal Opportunities

Health and Safety

Staff Development

Training needs are identified through monitoring, performance management and national recommendations. Staff receive additional support from our English consultant and English Hub specialists.

