



Garfield Primary

**English Policy
Spring 2018**

Ratified by Governors: Spring 2018

Garfield Primary English Policy

Rationale

English is a fundamental part of the curriculum. The acquisition of good spoken and written English and the ability to read competently enables pupils to improve their understanding across all subjects and also to improve their life chances.

English is taught systematically and effectively at Garfield Primary. Lessons are engaging and fun, often linking to the class topic, and are based on what pupils need to learn next.

Planning

The teaching of English is planned with reference to *The Statutory Framework for the Early Years, the National Curriculum in England Key Stages 1 and 2 Framework Document September 2013* and *Letters and Sounds*. Teachers are provided with English planning folders, which contain a number of helpful teaching resources and also long and medium term planning which links to topics.

Spoken English

Spoken English supports children's development across the whole curriculum. Effective communication is a key life skill. Speaking and listening skills are taught through many different curriculum areas and activities. There are several units in our medium term planning for each year group, which focus on speaking, such as debates and verbal presentations. Videos of children speaking are created to form part of an assessment portfolio.

What does the teaching and learning of spoken English look like at Garfield Primary?

- vocabulary games
- drama
- group discussion activities such as 'jigsaw'
- debates
- verbal presentations
- poetry reciting

Reading

The ability to read is an essential skill. We teach children to be competent readers, who can decode well and understand the text. We teach a range of reading skills including inference, prediction and summarising. We also encourage pupils to love books and reading through daily story time, library visits, book weeks and book fairs.

What does the teaching and learning of reading look like at Garfield Primary?

EYFS

In the EYFS, Children take part in shared reading sessions of big books and read at home daily. They also read on a 1-1 basis with an adult at least twice a week. Children in reception visit the library weekly. High frequency words are taught in reception and children's knowledge of these words is assessed.

Years 1-4

Guided reading should happen every day and should consist of 5x 25-30 minute sessions. Children take part in a range of reading-based activities, including reading with the teacher and written tasks. Other activities include: paired reading, silent reading, free choice reading, reading comprehension, Bug Club, book reviews, library visits or reciprocal reading. Teachers use a guided reading assessment sheet which should be annotated for each group on a weekly basis. Teachers should hear pupils in years 1-4 read at least once a week. More examples of guided reading activities are included in appendix 1.

One additional session of the teaching of reading comprehension for years 1-4 (30 minutes) takes place every week. Examples of what could be taught in these sessions are listed in appendix 2.

Years 5 and 6

In years 5 and 6, several whole class reading sessions take place every week, covering approximately 2 hours and 30 minutes. These are based on reading skills outlined in the curriculum. These sessions are differentiated to ensure they provide suitable challenge for pupils who are working at the expected standard, working at greater depth and also for those who are working below the expected standard. In addition, children who cannot yet read fluently should read to an adult once a week. Examples of what whole class reading sessions could include can be found in appendix 3.

Phonics

Phonics sessions take place in KS1, lasting 15-25 minutes, 5x per week. Phonics is taught in accordance with the Letters and Sounds programme. RML cards are used to aid the teaching process. A typically structured phonics session consists of: recapping previously learned sounds, the introduction of a new sound, blending and segmenting, and an activity which allows all pupils to use this new sound such as writing on a whiteboard. Phonics teaching is based on regular assessment of pupils' phonic knowledge. In KS2, whole-class phonics teaching is planned based on the needs of individual classes. Pupils in KS2, who require additional phonics support, take part in intervention groups. Pupils in these groups are assessed in order to create a programme based on their needs. This programme could cover sounds from phase 2, 3 or 5 as appropriate. The yearly plan for teaching spelling and phonics in years 1 and 2 is outlined in appendix 4.

Book Corners

Since our school values reading, and believes that books are important, each class should have an appealing and well-organised book corner. Book corners should contain a range of reading material and be clearly organised and labelled.

Home Reading

When children read frequently at home, it makes a big difference to their reading skills. At Garfield, we believe that it is essential that pupils read at home on a daily basis. The expectations for home reading are as follows-

- Pupils have a minimum of two books in their book bags – one levelled and one from the library.
- Library and levelled books are changed weekly.
- The teacher checks books weekly and acknowledges parents' comments with a sticker, stamp or comment.
- Home reading charts are up-to-date and are displayed in classrooms.
- Children are allocated a sufficient amount of books on Bug Club in order to read one per week.
- If children are not reading regularly at home, this is followed up with letters and meetings.

Story Time

Story time takes place every day at Garfield. Listening to an adult read aloud is part of the curriculum. It is also a pleasurable shared experience with many benefits. These benefits include: an improved attitude to reading, wider knowledge of authors and literature, improved imagination and increased vocabulary. Story time takes place every day from approximately 14.50-15:05 and consists of the class teacher reading aloud to the class. If another member of staff is covering the class, story time should still take place.

Bug Club

Children also read at home using the Bug Club program. Teachers allocate a range of books which are at the appropriate level for each child and ensure that children have enough books to read one per week.

Writing

At Garfield Primary, we use a variety of methods to ensure that children are confident and competent writers. We aim for our children to write neatly, legibly and with clarity and cohesion, across a range of genres. We also support pupils in developing an enjoyment of writing. We include writing for a purpose, where possible, since we feel that providing a reason to write improves motivation and the quality of written work.

What does the teaching and learning of writing look like at Garfield Primary?

EYFS

Pupils in the EYFS learn about writing through modelled writing, and by taking part in writing activities in both the indoor and outdoor environment. Daily phonics sessions take place in nursery, which follow the *Letters and Sounds* programme. In reception, children take part in interactive group phonics sessions. Children practice their letter formation on whiteboards and write short phrases and sentences.

Years 1-6

English Lessons consist of 5x 45 – 60 minute sessions in KS1 and 5x 1 hour sessions in KS2. They cover the teaching of writing, reading, spoken English, spelling, punctuation and grammar. At least once a week, children have the opportunity to produce a piece of writing, after taking part in activities to generate ideas. Feedback is provided on writing produced in this session. This strategy allows pupils to improve their writing stamina, and to receive feedback which explains what they can do to improve their writing.

A sequence of English lessons should cover the following phases: familiarisation with the text type, capturing ideas, verbal rehearsal, teacher demonstration, supported writing and independent writing. Pupils should have the opportunity to draft, revise and edit their work, before producing a finished piece.

Grammar and Punctuation

In Garfield Primary, we teach pupils the grammar and punctuation requirements from *The National Curriculum in England Key Stages 1 and 2 Framework Document September 2013*. Children in the EYFS are taught simple grammar and punctuation through whole class teaching sessions and also through discussion and recasting of sentences. In KS1, children learn grammar and punctuation as part of their daily English lessons. They are also supported in using the grammar and punctuation that they have learned in other subjects across the curriculum. In KS2, grammar is taught in the context of a daily English lesson. Pupils are expected to learn the necessary rules and conventions for grammar and punctuation which are relevant to their year group and apply this in all work across the curriculum.

Spelling

Spelling strategies are taught regularly, so that children are aware of rules and patterns, and are able to use these concepts when spelling words. Strategies for teaching spelling could include: 'look, say, cover, write, check', mnemonics, speed writing of words, looking at words within words and exploring word families. Spellings are sent home and tests take place on a weekly basis. This is recorded in spelling books. Words for spelling tests could consist of topic related words, commonly misspelt words from the year group spelling list, or words relating to particular patterns outlined in the medium term planning. The Spellathon competition, in which children are tested on the words from their year group's word list, provides an extra incentive for learning spellings. Words from the year group's spelling list are a statutory part of the curriculum and should be taught as part of English lessons.

Handwriting

We feel that it is important that pupils take pride in their work and present it neatly. Handwriting sessions take place 4-5 times per week in years 1 -6 and last for a minimum of five minutes. Handwriting books are used for this. A program called 'Letterjoin' is used to teach handwriting. Cursive writing with lead-in strokes is used. Please see the Handwriting Policy for more information.

Assessment

We ensure that we assess our pupils' English skills effectively and on an ongoing basis. Reading at Garfield is assessed through the following assessment methods: 1-1 reading, SATs papers, Benchmarking, high frequency word check lists and Rising Stars reading assessments. Writing at Garfield is assessed by comparing children's work across the curriculum to samples from The Excellence in Learning Community Writing Portfolio. This assessment informs future planning so that teaching is based on our pupils needs and enables them to make good overall progress in English.

Appendix 1 – Guided Reading Activities Years 1-4

Activity Example	National Curriculum Requirement
Reading with a teacher/ teaching assistant	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Reading with a partner	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Reading bug club books on iPads/ laptops	Read aloud books closely matched to their improving phonic knowledge
Reciprocal reading	Predicting what might happen on the basis of what has been read so far answering and asking questions summarising the main ideas drawn from more than one paragraph Pupils select unfamiliar words from a text and find their meanings
Finding definitions for key words	Pupils select unfamiliar words from a text and find their meanings using dictionaries.
Highlighting key words and giving definitions / effect	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Comprehension questions: theme based/ inference/	Making inferences on the basis of what is being said and done
Summarising activities	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Annotate and describe non-fiction features	Identifying how language, structure, and presentation contribute to meaning
Children read a section of a story and draw/ write/ say what may happen next.	Predicting what might happen on the basis of what has been read so far

Appendix 2 – Weekly Reading Comprehension Sessions in Year 1 – 4

Year 1 Weekly Reading Comprehension Sessions	
Activity Example	National Curriculum Requirement
Children look at the front cover of a book and think of a set of questions they would like to ask in order to find out more about the book.	Answering and asking questions
Children read a section of a story and draw/ write/ say what may happen next.	Predicting what might happen on the basis of what has been read so far
Children complete thought and speech bubbles ideas to show what they may be feeling based on the picture.	Making inferences on the basis of what is being said and done
Children read a section of a story and draw/ write/ say what may happen next.	Predicting what might happen on the basis of what has been read so far

Year 2 Weekly Reading Comprehension Sessions	
Activity Example	National Curriculum Requirement
Pupils annotate a copy of a non-fiction text, labelling the different features and describing their purpose.	Being introduced to non-fiction books that are structured in different ways
Pupils highlight key repeating words and phrases in a text.	Recognising simple recurring literary language in stories and poetry
Pupils select unfamiliar words from a text and find their meanings using dictionaries.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Pupils highlight key words and phrases in a text and describe how they make them feel.	Discussing their favourite words and phrases
Children choose a poem to learn by heart. They practice it, then recite to the class.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Pupils describe a character's personality by referring to a text.	Making inferences on the basis of what is being said and done
Children look at the front cover of a book and think of a set of questions they would like to ask in order to find out more about the book.	Answering and asking questions
Children read a section of a story and write what may happen next.	Predicting what might happen on the basis of what has been read so far
Pupils take part in SATs style reading comprehensions and discuss the different question formats and how to answer them.	

Year 3 & 4 Weekly Reading Comprehension Sessions	
Activity Example	National Curriculum Requirement
Pupils select unfamiliar words from a text and find their meanings using dictionaries.	Using dictionaries to check the meaning of words that they have read
Children look at the front cover of a book and think of a set of questions they would like to ask in order to find out more about the book.	Asking questions to improve their understanding of a text
Pupils answer a question about the theme of a text. Example: how is the theme of good triumphing over evil reflected in the work of Roald Dahl?	Identifying themes and conventions in a wide range of books
Pupils highlight key words and phrases in a text and describe how they make the reader feel, and why.	Discussing words and phrases that capture the reader's interest and imagination Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Pupils describe a character's personality justifying ideas with quotes from a text.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Children read a section of a story and write what may happen next.	Predicting what might happen from details stated and implied
Pupils summarise a report by writing a sentence to describe the main ideas of each paragraph.	Identifying main ideas drawn from more than one paragraph and summarising these
Pupils annotate a copy of a non-fiction text, labelling the different features and describing their purpose.	Identifying how language, structure, and presentation contribute to meaning
Pupils take part in SATs style reading comprehensions and discuss the different question formats and how to answer them.	

Appendix 3 – Whole Class Reading Sessions Years 5 &6

Children read the same text. This could involve the use of: photocopied extracts, shared books, kindles, reading comprehensions. Texts may need to be differentiated for lower groups.

Activity	National Curriculum Requirement
Pupils select unfamiliar words from a text and find their meanings using dictionaries.	using dictionaries to check the meaning of words that they have read
Pupils answer a question about the theme of a text. Example: how is the theme of 'life' reflected in Skellig?	identifying themes and conventions in a wide range of books
Pupils highlight figurative language in a text and describe how it makes the reader feel, and why.	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Words are highlighted in a text. Pupils explain what they might mean and give reasons for their answers.	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Pupils prepare a list of key questions based on what they would like to know in order to gain a better understanding of a text.	asking questions to improve their understanding
Pupils describe a character's personality justifying ideas with quotes from a text.	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Pupils write down what they think might happen next in a story.	predicting what might happen from details stated and implied
Pupils summarise a report by writing a sentence to describe the main ideas of each paragraph.	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Pupils annotate a copy of a non-fiction text, labelling the different features and describing their purpose	identifying how language, structure, and presentation contribute to meaning
Pupils compare two versions of the same story and say what is the same and what is different.	making comparisons within and across books
Pupils read a newspaper article and use different colours to highlight statements of fact and opinion.	distinguish between statements of fact and opinion
Pupils take part in SATs style reading comprehensions and discuss the different question formats and how to answer them.	

Appendix 4 – Phonics Yearly Plan

Year 1 Phonics Yearly Plan		
Autumn 1 – Sounds taught		
	Phonemes to be taught	Spellings to be taught
Week 1	ay, ai, ee, igh	way, may,
Week 2	oa, oo, (look), ar, or,	good, took,
Week 3	er, (stressed/unstressed), ur, oi, oy	her, over, four, from
Week 4	ear, air, ure,	Topic words
Week 5	er, ir, ou, ow (cow)	down, how, now,
Week 6	ee, ea, y, e, ie (chief)	seen, three, tree, been,
Week 7	Revision	out, an, as
Autumn 2 – Sounds taught		
Week 1	i, igh, y, ie (pie), i-e	five, live, nine, time
Week 2	o, oa, ow, o_e	hello, home, but, by, if
Week 3	a, ai, ay, a_e	came, make, name, take,
Week 4	oo (zoo), ew, ue, u_e	low, too, much, must,
Week 5	ear (both bear/dear), are (bare),au, aw	Topic words
Week 6	oe, ore, ea (head), e-e	new, many, more, next
Week 7	Revision	back, ball, bed, old
Spring 1 – Spelling patterns		
Week 1	ph, wh, tch	Topic words
Week 2	words ending in -y	did, do, so, ten,
Week 3	s and es → plurals	had, has, have, our
Week 4	s and es → third person singular of verbs	got, not, put, very, want
Week 5	-ing	one, two, than, that
Week 6	-ed (past tense)	him, his, some, us
Spring 2		
Week 1	- er (for verbs and adjectives) -est (adjectives)	Topic words
Week 2	-ve as word ending	them, then of, off
Week 3	k as k before e, i and y	when, who
Week 4	compound words	six, seven, eight
Week 5	prefix un-	jump, just
Week 6	Revision	Revision
Summer 1		
Revision		Focus on gaps in learning
Summer 2		
Revision / Preparation for Phonic Screen		Focus on gaps in learning

Year 2 Phonics Yearly Plan		
Autumn 1 – Sounds taught and Spelling patterns		
	Phonemes to be taught	Spellings to be taught
Weeks 1 - 4	Recap sounds from year 1	Topic words
		Monday Tuesday Wednesday
		Thursday Friday Saturday Sunday
		January February March April
Week 5	The /dʒ/ sound at the end of words	May June July August
Week 6	The /s/ sound spelt c before e, i and y	September October November December

Week 7	The /n/ sound spelt kn and (less often) gn at the beginning of words.	black blue brown grey green
Autumn 2 – Spelling patterns		
Week 1	The /r/ sound spelt wr at the beginning of words.	Topic words
Week 2	The /l/ or /əl/ sound spelt –le at the end of words	orange pink purple red white
Week 3	The /l/ or /əl/ sound spelt –el at the end of words	would could should called
Week 4	The /l/ or /əl/ sound spelt –al at the end of words	their there these day
Week 5	Words ending –il	were where don't can't
Week 6	The /aɪ/ sound spelt –y at the end of words	about after again another
Week 7	Adding –es to nouns and verbs ending in –y	school water week what year your
Spring 1 – Spelling patterns		
Week 1	Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	Topic words
Week 2	Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	laugh night because half house
Week 3	Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	eleven twelve thirteen fourteen fifteen
Week 4	Consolidate Week 1-3 above	sixteen seventeen eighteen nineteen twenty
Week 5	The /ɔ:/ sound spelt a before l and ll. The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	first last brother sister little
Week 6	The /ʌ/ sound spelt o	made month number once people
Spring 2 – Spelling patterns		
Week 1	The /i:/ sound spelt –ey	key, donkey, monkey, chimney, valley
Week 2	The /ɒ/ sound spelt a after w and qu	want, watch, wander, quantity, squash
Week 3	The /ɜ:/ sound spelt or after w	word, work, worm, world, worth
Week 4	The /ɔ:/ sound spelt ar after w	war, warm, towards
Week 5	The /z/ sound spelt s	television, treasure, usual
Summer 1 – Spelling patterns		
Weeks 1 - 3	The suffixes –ment, –ness, –ful, –less and –ly.	Enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness, plentiful, penniless, happily
Week 4	Contractions	Can't, didn't, hasn't, couldn't, it's, I'll
Weeks 5-6	The possessive apostrophe (singular nouns)	Megan's, Ravi's, the girl's, the child's the man's
Week 7	Words ending in –tion	Station, fiction, motion, national, section
Summer 2 – Spelling patterns		
Weeks 1-2	Homophones and near-homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Weeks 3-7	Common Exception Words	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

