

English Policy



Garfield Primary
Today's children, **tomorrow's** future.

Raised at Teaching & Learning Committee: 15th January 2024

Ratified by Governing Body on: 11th March 2024

Chair of Governors: K Carrano

This policy will be reviewed as part of the school's agreed policy review schedule.

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 appropriately challenged and teachers carefully adapt and scaffold learning to support the varying needs of the children in their classes. We have a great focus on vocabulary and oracy development and provide opportunities to develop these skills across the curriculum.

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 effectively across the curriculum through various activities including partnered talk, group work, debates and presentations. We expect all children to develop their command of the English language, their confidence in speech and use of subject specific vocabulary. Our whole school policy is to demand full sentence answers always from all children.

Reading

Intent

We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which promote a life-long enjoyment of reading. We intend for all our children to read accurately and fluently and develop secure comprehension skills. Children will develop stamina and read with expression and confidence. Our structured phonics programme supports children in applying a knowledge of phonics in order to decode unfamiliar words. Furthermore, children will be able to develop a secure knowledge of vocabulary and grammar and be able to read a range of different types of texts. Reading is taught across the curriculum as we believe reading enables children to access the wider curriculum and the world around them. In order to ensure teaching of reading is good or outstanding, we deliver a vigorous CPD programme to ensure consistency across the school.

Implementation

Early Years Foundation Stage (EYFS) & KS1 ~ All Aboard Phonics

We ensure each member of staff delivers a consistent and robust phonics programme to support early reading. In EYFS, we use 'All Aboard Phonics' to teach phonics. All Aboard Phonics is a systematic synthetic phonics (SSP) resource, designed to make teaching phonics easier and more engaging. Children are provided with decodable books that match and support their phonics development and ability.

Early Reading

All pupils have opportunities to develop their reading skills daily, and are encouraged to read at home with an adult. Children are also provided with online reading opportunities (e.g. All Aboard Phonics app). Parents are provided with access to the remote reading materials. Every class teacher is expected to read a class book on a daily basis to the children. We provide stimulating classroom environments to further promote a positive reading culture and raise the profile of reading for pleasure. Children are invited to visit the school library and begin to develop their understanding of different genres. We continue developing classroom environments to ensure children are exposed to a range of literature and develop a love of reading.

KS2

Comprehension

During our 'Soft Start' mornings, we encourage children to use the time to read. During our daily structured 'Guided Reading' lessons, children are taught very specific skills or strands of reading (content domains).

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

We enable children to tackle comprehension which addresses vocabulary development and word meaning. Children then progress to developing comprehension skills. In order to ensure texts are appropriately challenging, teachers use a range of carefully chosen books to select appropriate texts.

Reading for Pleasure

In order to continue raising the profile of reading for pleasure, children often visit the school library and have access to online reading resources. We have also established strong links with Enfield Libraries and we ensure that all children visit our local Arnos Grove library. Furthermore, teachers provide a text rich learning environment that includes a defined classroom book corner. Each class visits our school library once a week to read and select a book to take home. We have regular story time sessions to promote a love of reading and often invite guest authors to inspire our children. We mark various events throughout the year including World Book Day, Roald Dahl and Shakespeare day.

Impact

Children will be able to read with fluency and develop good stamina and comprehension skills across the curriculum. We expect all children to make good progress from their starting points and develop a life-long enjoyment of reading.

Writing

Intent

We adopt a holistic approach to writing, making connections between reading and writing at every given opportunity and develop a genuine love of literature. Careful links are made across the curriculum to ensure English learning is relevant and meaningful. We strive to help our children to develop skills in communication and to further support children in accessing the curriculum. We also strive to create writers who can re-read, edit and improve their own writing and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. We ensure children take pride in their work and have a fluent, cursive handwriting style which allows their imaginations to flourish.

Implementation

We follow the 'Talk for Writing' approach where each class studies one quality core text over a three-week cycle. We provide opportunities for children to develop subject specific vocabulary and ensure a variety of genres are covered each year. All classes plan, draft, proofread and suggest improvements to their own and others' writing, edit and then produce final written pieces. Teachers are encouraged to provide real purposes for writing and often provide a range of stimuli to raise excitement, enthusiasm and attainment. In order to celebrate achievement, children are given opportunities to publish their final draft and we encourage children to use cursive handwriting across the curriculum. Each week, we celebrate achievement in assembly by announcing the 'Writer of the Week'.

The 'Talk for Writing' approach follows the model below. The model is underpinned by three key phases.

Establish context	Week 1 Imitation - familiarisation	Week 2 Innovation - adaptation	Week 3 Invention - creation including publishing / performing
Text used for 'Talk for Writing'.	Oracy PAVGO (identifying the purpose, audience, voice, genre and organisation) Writing maps Book talk Drama Planning - Box it up	Substitution Addition Alteration Change of viewpoint Planning - Box it up	Write own text based on previous stages. Should include editing and improving at various stages.

With regards to Spelling, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Grammar and Punctuation

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 misspelled 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.

Impact

Children will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary including subject specific words which will support the children in different contexts. Children will also be able to effectively apply the spelling rules and patterns they have been taught when decoding unfamiliar words. Most importantly, they will develop a love of writing. All children will enjoy writing across a range of genres, make links and apply their skills across the curriculum.