



Girton Glebe Primary School English Policy



Aims



The aims for English at Girton Glebe build on our school vision of equipping our pupils for life by developing the essential skill of effective communication.

Through a broad and balanced curriculum of reading, writing and speaking, pupils will develop their use of spoken and written language and begin to understand how their learning fits into *the bigger picture*, through an English curriculum that's built on an understanding of why the skills they are being taught are important and providing real purpose for all written work. Children at Girton Glebe will, through a topic-centred approach to the teaching and learning of English, develop a lifelong love of learning and a good understanding of their own progress and next steps for improving.

English at Girton Glebe aims to encourage children to make links across the curriculum and between their past and current learning. Children will be able to discuss their learning journey, seeing where they have come from and their future aims. Teachers aim to instil a passion for reading and writing by ensuring all pupils strive for excellence and take responsibility for their own learning.

Children at Girton Glebe Primary School will learn to:

- read fluently with confidence and good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, a secure understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage and understand the origin of words
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Statutory Requirements

Foundation Stage (Reception)

Our children will:

- speak and listen, take turns and represent their ideas through speaking and writing
- be given opportunities to use spoken and written communication across every part of the curriculum
- become immersed in a language-rich environment
- develop a love for hearing, reading and telling stories

Key Stage 1 (Years 1 and 2)

Our children will:

- learn to speak confidently, listen to what others have to say and respond appropriately
- learn to read and write independently in all areas of the curriculum
- use language to explore their own experiences and the experiences of others
- become familiar with a range of fiction and non-fiction texts and develop a love of reading for pleasure

Key Stage 2 (Years 3-6)

Our children will:

- learn to change the way they speak and write to suit different situations, purposes and audiences
- read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them
- explore the use of language across a range of texts, learn how the structure of language works, and begin to understand the impact of language choices
- become authors by *reading as a writer* and *writing as a reader*

Expectations of Children

- Children at Girton Glebe will be able to discuss their learning; identifying the progress they have made and knowing their next steps for learning
- They will be familiar with the age-related expectations for their year group and be able to discuss their own work in line with these
- They should understand what they are learning and why it is important
- Children are expected to read regularly and keep a reading record of their home-reading
- They should practise their spellings regularly at home and take responsibility for improving the accuracy of their work
- Children should be resourceful in lessons and show independence, knowing where to get help when they need it
- They should write using pre-cursive (Key Stage 1) or cursive (Key Stage 2) handwriting in line with the school's handwriting progression policy (See Appendix A)

Expectations of Staff

- All teaching staff will follow the school's expectations for the teaching of English and Guided Reading (see Appendix B)
- Staff will model the correct use of Standard English and correct grammar at all times
- Teachers will provide a wide and engaging English curriculum, centred around their class topic
- They will provide children with a range of language-rich fiction and non-fiction texts and instil in children a passion for reading for pleasure
- Staff will mark all written work in line with the school's marking policy (see Appendix C)

The Role of Parents

- Parents are encouraged to read with their children regularly at home and sign reading records at least once a week
- Parents are asked to ensure that children practise their spellings regularly at home and complete all English homework to a high standard
- Through regular conversations with teachers, parents will know their children's next steps in learning and will understand how to support their children with reading, writing and spoken language at home



Girton Glebe Primary School Handwriting Progression Policy

In order to ensure consistency and progression in handwriting across the school printed resources given to children will be typed using the school's *JoinIt* font where practicable and teachers will model joined handwriting when writing on boards and in children's books.

Class teachers should follow the following progression policy for their year group when teaching and modelling handwriting. Children with SEND or difficulty with letter formation will be taught to write at whichever level is appropriate for them.

EYFS

Consistently, correctly forming all printed letters.

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Key Stage 1 – Years 1 & 2

Consistently, correctly forming all pre-cursive letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Key Stage 2 – Years 3 & 4

Correctly forming and joining all cursive letters.

Key Stage 2 – Years 5 & 6

Maintain legibility in joined-up handwriting when writing at speed (pen license).

Girton Glebe Primary School English Expectations

Writing

- **Use LO for learning objective (not IALT)**
- **LO should link to National Curriculum and not be task-focused**
- **If using Success Criteria, these must be ticked either by child or by teacher and be used only for extended/ end-of-unit pieces of work**

Standardised Success Criteria to be used and teacher to make clear whether GG or TAGG

Targets should be text-type specific & not punctuation / grammar objectives – these should be modelled & expected in all pieces of writing and children should be aware of expectations

No more than 3 targets to be given for each piece of writing

Teachers can provide differentiated targets or children can write their own success criteria – where teachers have set targets, space for children to add a personal target should be used

- **Spelling and punctuation must be marked and picked up on if taught in or before your year group**
- **Each child should have an age-appropriate writing mat and use these in every writing lesson**
These should be enlarged on Working Wall and should be referred to regularly
Children should be able to identify the progress they have made and their next steps
Children should know the age-related expectations for their year group and should be able to discuss these
- **All written work should be marked according to school policy**

Reading

- **Each class should have a dedicated reading area**
These should be used regularly to encourage reading for pleasure and can include novels, newspapers, magazines, leaflets etc.
- **Reading records should be used and checked regularly** – this forms a regular part of weekly homework
Children should be reading at home daily (10-15 minutes) and signing reading records each night – parents should be encouraged to read with their children and sign their records weekly
Teachers/TAs should check and comment in reading records weekly
Good examples of reading records should be rewarded and celebrated
- **Guided reading should be taught daily** focussing on the skills of summarising, predicting, questioning & clarifying
Texts should link to your topic or English work where possible
Guided reading can be taught whole-class or in groups but follow-up work should be differentiated
A range of follow-up activities should be used (not just comprehension questions)
Time for children to read for pleasure / use the library should be timetabled as part of guided reading
- **Time should be allocated regularly for reading class novel**

Handwriting / Spelling / Grammar

- **Regular handwriting practise should be cursive (KS2) or pre-cursive (KS1) and should be modelled by teacher**
It is a good time to practise/consolidate spellings and grammar learnt in previous lessons
Handwriting needs to be marked in line with English marking policy – where children are consistently forming letters or joins incorrectly, this must be identified and picked up in interventions
- **Joint font should be used and correctly joined on resources given to children where practicable**
Children who are maintaining neat, joined handwriting can earn a handwriting pen (Y5/6)
- **Spelling should be taught daily and spelling tests completed weekly**, following Shakespeare and More
Spellings form part of weekly homework and should be assessed in a weekly spelling test
Spelling books do not need to be marked – assessment of completing homework will be the test
KS2 spelling tests should involve dictated sentences although children are only required to record their 'spelling' word
In split year group classes, spellings should be differentiated according to year group
- **Grammar objectives should be both explicitly taught and identified during reading**
Where children are not using punctuation/grammar of their year group or previous year groups, this must be identified and intervention groups should address specific issues
Children need to be aware of high standards for grammar in all written work, regardless of subject



Girton Glebe Primary School Marking Code

Symbol	Meaning
✓	Correct/good point/well written
Sp	Spelling mistake – child to rewrite three times
P	Punctuation error (including capital letters) – recorded in the margin
?	This does not make sense. Handwriting or sentence needs to be clearer
^	You need to add a word
//	Start a new paragraph
★	Your specific praise comment
Next Step	Your Next Step comment

The following symbols are to be used when assessing the LO:

NA = Not achieved

✓ = Partially achieved

✓✓ = Fully achieved

Specific praise e.g. I really like your use of expanded noun phrases to add detail

Next step e.g. Rewrite this (highlighted) sentence including an embedded clause.

Teaching staff mark in blue ink.

Teaching assistants mark in black ink.

Children respond to marking in green pen

Written comments are not necessary for all pieces of work and assessment of the LO (through ticking) leaves you free to comment on other aspects of the child's learning.

What does my marking mean?



Correct/good point/well done

Sp

Please check this spelling.
Write it out three times

P

Please check your
punctuation and capital
letters

?

This bit does not make
sense

^

A word is needed here

//

Start a new paragraph



What my teacher likes...

Next Step

Go back and improve this
bit