



Girton Glebe Primary School: English Policy

Policy Name:	English Policy
Review Date:	September 2027

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Vision & Rationale

At Girton Glebe, our vision is to equip every pupil with the essential skill of effective communication, enabling them to succeed academically, socially, and beyond school. We believe English is the gateway to all learning, and our aim is to nurture confident readers, skilled writers, and articulate speakers who can express themselves with clarity and creativity.

We are committed to:

- Instilling a lifelong love of reading, rooted in pleasure, curiosity, and critical engagement with texts.
- Developing skilled, purposeful writing for a wide range of audiences and contexts.
- Empowering pupils to listen actively, speak confidently, and respond thoughtfully.

Our approach is underpinned by the National Curriculum, the DfE *Reading Framework*, current research into literacy development, and our belief that language-rich classrooms foster success for every child.

Aims

By the time pupils leave Girton Glebe, they will:

- Read fluently, confidently, and with deep understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Use an extensive vocabulary and secure knowledge of grammar and linguistic conventions.
- Appreciate a wide range of literature, from diverse cultures and time periods.
- Write clearly, accurately, and imaginatively for a range of purposes and audiences.
- Use discussion to deepen thinking, explore ideas, and build on others' contributions.
- Speak confidently and adapt their language for different audiences, purposes, and contexts.

Inclusion

At Girton Glebe, we are committed to ensuring that every child, including those with SEND and those learning English as an additional language (EAL), has equitable access to high-quality English teaching. All lessons are adapted to meet individual needs, with carefully chosen scaffolds and supports that enable every pupil to access the same ambitious curriculum. Our aim is for all pupils to achieve the same high expectations, with adjustments made to remove barriers while maintaining challenge.

Curriculum Approach

English in the Early Years Foundation Stage (EYFS)

At Girton Glebe, we recognise that Reception is a pivotal year for laying the foundations of literacy. Our approach to reading and writing is rooted in oral language development, systematic phonics, and a clear progression in transcription and composition. We follow the recommendations of the *2025 Writing Framework*, the *2023 Reading Framework*, and the *Strong Foundations in the First Years of School* report (2024). Systematic synthetic phonics is taught daily through the **ELS (Essential Letters and Sounds)** programme to ensure children build automaticity, confidence, and a lifelong love of literacy.

Reading and writing are taught in a mutually reinforcing way, with spoken language at the heart. Children are immersed in high-quality stories, songs, and conversation, building the vocabulary and narrative structures that underpin early sentence construction. As transcriptional skills develop through daily phonics and explicit handwriting instruction, children begin to express ideas independently in writing.

Core principles:

- Spoken language is the foundation for reading and writing, supported through oral rehearsal, storytelling, and vocabulary development.
- Daily phonics teaching using ELS covers Phases 2–5 at a pace of four GPCs per week, with matched fully decodable books for home and school reading.
- Handwriting is taught explicitly and separately from phonics, focusing on posture, grip, and movement-based letter formation.
- Oral composition precedes writing, with children encouraged to say, clap, and count sentences before writing.
- Modelled and shared reading/writing demonstrate composition, rereading, punctuation, and expressive reading.
- Writing opportunities are embedded in continuous provision, across all areas of learning.
- Reading for pleasure is integral, with daily story time, core book revisiting, and explicit vocabulary teaching.
- Comprehension is developed alongside decoding through structured conversations and meaningful dialogue.

Literacy Tree Writing Roots – Reception children engage in Writing Roots units, using high-quality picture books to inspire purposeful writing for real audiences, ensuring alignment with the whole-school approach.

Drawing Club – Sessions combining drawing, storytelling, and writing, inspired by a core text. Children invent characters, settings, and plot extensions, building vocabulary, narrative skill, and motivation to write.

An overview of reading and writing progression in Reception is provided in **Appendix A**.

English in Key Stage 1 & Key Stage 2

Reading

- **Daily Book Club Sessions** – All whole-class guided reading takes the form of daily *Book Club* sessions (up to 20 minutes). These adopt a dialogic teaching approach to explicitly teach comprehension skills through rich discussion. Texts are read aloud or shared, with 1–2 skills (e.g., inference) explored in depth each session. These sessions are evidenced through the working wall and annotations in the class inquiry floor book.
- **Text Selection** – Book Club texts are high-quality children’s literature, often linked to our units of inquiry, supplemented by poetry, non-fiction, and picture books. Texts are selected in line with the whole-school reading spine, ensuring breadth, diversity, and progression in reading across all year groups. The reading spine is reviewed annually to ensure it remains current, representative, and aligned with our curriculum intent.
- **Reading for Pleasure** – Each class has a dedicated reading area and timetabled time for independent reading. This may take place in the classroom, using the book corner, or in the school library. Pupils are encouraged to read daily at home and log this in their reading record.

Writing

We follow **Literacy Tree’s Writing Roots** programme, a complete book-based English curriculum rooted in the *Teach Through a Text* pedagogy.

- **High-Quality, Diverse Texts** – All writing units are built around significant works of children’s literature, ensuring pupils see themselves represented and explore diverse lives and experiences.
- **Purpose and Audience at the Core** – Writing outcomes are chosen for their relevance to the text and context, not by fixed “genre” slots. This ensures skills are taught meaningfully, with pupils writing for authentic purposes.
- **Embedded Conventions and Grammar** – Grammar, punctuation, and spelling conventions are explicitly taught within the context of the text, helping children see their immediate relevance.
- **Process Drama, Debate, and Discussion** – Pupils engage in immersive activities to deepen understanding of characters, themes, and ideas, which then feed into writing.
- **Revisiting and Retaining** – Objectives are revisited across the year to consolidate and extend learning, supporting pupils to build increasingly complex mental models of writing.



Spelling

Spelling is taught explicitly and progressively across the school, with patterns and word structures introduced in a clear sequence that builds on prior learning.

Intended Impact:

- Secure knowledge of statutory spelling patterns and high-frequency words.
- Improved accuracy and fluency in writing, allowing focus on composition and creativity.
- Equitable access to practice methods that suit individual learning preferences.

Further guidance can be found in **Appendix B**.

Handwriting

Handwriting is taught explicitly and progressively across the school using the **Letter-join** handwriting scheme, as outlined in our separate Handwriting Policy. Letter-join's online resources and lesson planners ensure full National Curriculum coverage and a consistent approach from EYFS to Year 6.

Handwriting is:

- **Explicitly taught** in regular, timetabled lessons, with frequency and focus appropriate to each key stage.
- **Modelled consistently** by all staff in classroom writing, on displays, and in feedback.
- **Embedded across the curriculum**, with high expectations for presentation in all subjects.
- **Differentiated** to meet the needs of left-handed pupils and those with fine motor or SEN needs.

Pupils are taught to:

- Develop a neat, legible, and fluent handwriting style, moving from print to joined cursive at the appropriate stage.
- Use different handwriting styles (cursive, print, capital letters) for different purposes.
- Take pride in the presentation of their work.

Full details of progression and expectations are available in the **Handwriting Policy**.

Spoken Language

Speaking and listening skills are embedded in every English unit and across the wider curriculum. Pupils are given regular opportunities to:

- Rehearse ideas orally before writing.
- Take part in debates, discussions, and performances.
- Deliver formal presentations to different audiences.

Expectations

Expectations of Children

At Girton Glebe, all children are expected to:

- **Engage actively in lessons** – listen carefully, participate in discussions, ask questions, and contribute ideas.
- **Take ownership of their learning** – know what they are learning, why it is important, and how it connects to their progress in reading, writing, and spoken language.
- **Reflect on their progress** – identify strengths, areas for improvement, and next steps, using feedback from teachers and peers.
- **Read regularly at home** – following the Home Reading Expectations for their year group, and record their reading in a way agreed with their teacher (e.g. weekly entry in a reading record, creative book journal, or ClassDojo portfolio upload).
- **Be ready to share their reading** – talk about books they are reading at home during Book Club or informal discussions.
- **Practise weekly spellings** – using SpellingFrame or paper-based methods, and apply them accurately in their written work.
- **Maintain high handwriting and presentation standards** – write using the correct style for their year group as set out in the Handwriting Policy (print in EYFS and Year 1, joined cursive in Year 2 onwards).
- **Independently use age-appropriate resources** – know where to find and how to use the writing resources available in their classroom, with the exact tools varying by year group (e.g. in EYFS/Year 1, alphabet mats/strips, common exception word lists, and Letter-join font examples; in KS2, dictionaries, thesauruses, and vocabulary lists). These should be accessed without adult prompting to support accuracy, presentation, and confident writing.
- **Work collaboratively and respectfully** – listen to and build on others' ideas, and value contributions from all classmates.

Expectations of Staff

Staff are expected to:

- Deliver dialogic reading *Book Club* sessions, using VIPERS to guide discussion.
- Follow Literacy Tree Writing Roots, embedding grammar, punctuation, and spelling meaningfully; learning objectives should follow the Writing Roots planning and progression.
- Teach spelling explicitly, using Spelling Seeds where appropriate.
- Teach handwriting explicitly via Letter-join, modelling correct formation and high presentation standards across the curriculum.
- Ensure age-appropriate writing resources are available and accessible – provide and maintain resources such as alphabet mats/strips, common exception word lists, dictionaries, thesauruses, and examples of the Letter-join font, as appropriate for the year group, and explicitly teach children where to find and how to use them.
- Promote reading for pleasure: through timetabled independent reading in KS2; in KS1 via twice-weekly storytime sessions with books chosen by the class; and in EYFS daily storytime featuring pupil-selected books. Children may pick the text through a class ‘book vote’.
- Maintain an engaging classroom book corner: ensure high-quality, well-curated texts are available and displayed, which reflect children’s lives and diverse experiences, and are refreshed regularly. Encourage informal book talk and peer recommendations during independent reading time.
- Plan purposeful speaking and listening opportunities across all curriculum areas.
- In EYFS, teachers will embed writing across the provision, both indoors and outdoors, to encourage transcriptional practice and independent mark-making.
- In EYFS: deliver daily ELS phonics, implement Writing Roots and Drawing Club, and embed markmaking and early writing within continuous provision.
- Maintain a language-rich environment and provide clear, constructive feedback to support individual progress.

Marking & Feedback Expectations

At Girton Glebe, marking and feedback are designed to improve learning, not generate unnecessary workload. Our approach is informed by educational research, prioritising feedback that is timely, specific, actionable, and linked to current teaching.

Core Principles

- **Live marking is prioritised** wherever possible so pupils can act on feedback immediately during the drafting process.
- **Peer-to-peer feedback** is used regularly and is scaffolded with prompts to help pupils evaluate and improve their writing.
- Feedback focuses on a **small number of high-impact points** rather than marking every error.
- Praise is given **in context**, directly on the work, so pupils can see exactly which parts are successful and why.
- **Next Steps** are concise, actionable, and feed-forward in nature. They should usually be given during the drafting process so pupils can apply them straight away. They are not required for every piece of work but should be used where they will meaningfully improve current or future writing.

Books and Feedback Approach

Writing Books – contain extended writing outcomes from *Writing Roots* sequences.

- Pupils produce one to two extended writes per core text.
- Drafts receive live feedback during lessons or minimal, targeted annotations after the lesson to highlight *one or two key improvements* before producing the final piece.
- Final pieces are marked using the conventions in **Appendix C**, celebrating successes and giving one clear feed-forward action for the next piece.

Draft Books/Jotters – used for any other writing activities such as grammar and spelling practice, sentence-level work, and planning.

- Do not require formal written marking.
- Teachers provide *over-the-shoulder feedback* throughout the lesson to address misconceptions immediately.

Expectations for All Feedback

- Link all feedback to success criteria and current teaching focus.
- Give pupils time to respond to feedback and make improvements.
- Use peer feedback with structured prompts such as “What works well?” and “What could make this even better?”

Display & Working Wall Expectations

At Girton Glebe, classroom displays are practical learning tools that support independence and reinforce current teaching. They must be relevant to the current unit, positioned so pupils can see and use them independently, and kept tidy, uncluttered, and regularly refreshed. Any reference materials displayed permanently on the working wall must be large enough to be read from a distance. Where possible and practical, teachers should use the Letter-join font for display materials to ensure consistency.

Each classroom must have:

English Working Wall (updated during each unit):

- Current model text or example of modelled/shared writing.
- Key vocabulary for the unit (with simple definitions or visuals if needed).
- Success criteria or “writing toolkit” linked to the current outcome.
- Grammar or punctuation focus for the unit.

Book Club Display:

- A small, clearly defined area showing the current Book Club text and author information.
- **VIPERS poster** displayed prominently.
- 1–2 VIPERS skill focuses for the week.
- Space for pupil responses or reflections on the text (e.g. sticky notes, drawings, or questions).
- Updated regularly in line with the Book Club sequence.

Permanent Reference Materials (adapted for year group):

- Letter-join handwriting style example.
- Common exception words (KS1) or statutory spelling lists (KS2).

Home Reading Expectations

At Girton Glebe, home reading is about building enjoyment, confidence, and fluency—not ticking boxes. Our approach ensures pupils practise the skills taught in school, develop fluency, comprehension, and a lifelong love of books, while balancing accountability with choice and creativity. We value knowing what pupils are reading at home, but we also recognise that daily written logs can place unnecessary pressure on families and risk reducing children’s motivation. Our expectations are therefore informed by research into effective reading-record practice, focusing on flexible, purposeful ways to share and celebrate home reading.

EYFS & Year 1

- Read their fully decodable phonics book at home *at least four times a week* with an adult, re-reading to build accuracy and fluency.
- Share a separate “reading for pleasure” book with a family member or carer.
- Parents/carers log reading once a week in the reading record, with a brief comment about the week’s book and child’s reading.
- Parents can upload a note, photo, or video of reading to their child’s ClassDojo Portfolio (or Tapestry in EYFS)

Years 2–6

- Read from a book of their choice *at least four times a week* for 15–20 minutes.
- Be ready to share something about what they’ve read during Book Club or informal class discussions.
- **Note:** Children in Year 2 who still receive phonics support will also be provided with an appropriate decodable book by their teacher, to be read at home alongside their reading-for-pleasure text.
- Recording Home Reading – pupils may:
 - Use their reading record to log books and write brief reflections.
 - Keep a creative book journal with drawings, favourite quotes, mind maps, short reviews, or photos related to their reading. Book journal can be modelled by teachers in book club sessions.
 - Upload reflections, photos, or videos to their ClassDojo portfolio.

Celebrating and Monitoring

- Teachers check reading records, journals, and/or ClassDojo portfolios weekly.
- Consistent home reading is recognised through verbal praise, Dojo points, and class celebrations.

- Pupils regularly discuss their home reading during Book Club or other sharing opportunities.

Monitoring and Review

This policy will be reviewed annually by the English Lead, in consultation with staff, the Senior Leadership Team, and governors. The review will take into account:

- Feedback from staff and pupils
- Outcomes from learning walks, book looks, and pupil voice
- Attainment and progress data in reading, writing, and spoken language
- Updates to statutory guidance, including the National Curriculum, DfE Reading Framework, and Writing Framework

Any amendments will be communicated to all staff and incorporated into training and planning for the following academic year.

Appendix A - Overview of Reading & Writing Progression (EYFS)

Term	Focus
Autumn	<p>Foundations for Literacy: oral language, phonics, mark-making, sentence awareness</p> <ul style="list-style-type: none"> Phonics begins with Phases 2 and 3(ELS). Children are taught 4 GPCs per week and practise reading and writing them. Oral blending and segmenting are introduced to support decoding and early spelling. Daily storytime, role play, and discussion build vocabulary and sentence structure. Gross motor development is prioritised through regular opportunities for climbing, balancing, lifting, sweeping, crawling, yoga, and large construction play, supporting core strength and stamina for writing. Fine motor activities are embedded daily, including threading, dough disco, cutting, using tweezers, and manipulating small tools to develop finger strength, grip, and control. Children in Reception are given daily opportunities to make marks across the provision using varied tools and surfaces. Adults model how marks can carry meaning, often scribing children’s spoken sentences alongside their marks. Writing opportunities are embedded in play – labelling models, writing signs, messages, or stories – helping children understand that writing has purpose. Handwriting taught daily through <i>Letter-join Module 1 Print</i>, including pre-writing patterns, easy letters, and harder letters, with a focus on correct posture, tripod grip, and accurate formation. Writing Roots and Drawing Club introduced to develop storytelling, vocabulary, and early sentence composition through imaginative play and illustration. Writing opportunities include name writing, labels, initial sounds, and CVC words within provision and adult-led tasks. Writing during phonics sessions is recorded in dedicated phonics booklets. Tapestry used as main form of evidence.
Spring	<p>Writing Simple Sentences: sentence composition, phonics application, growing independence</p> <ul style="list-style-type: none"> Phonics moves through Phase 3 into Phase 4 (ELS); children apply their growing GPC knowledge in both reading and spelling. Handwriting continues, consolidating correct formation of lowercase letters. Children rehearse sentences aloud, clap and count words, and begin to write simple sentences using taught phonics. Through modelled and shared writing, teachers begin to introduce the idea that sentences start with capital letters and end with full stops. Children are not expected to use punctuation independently, but may begin to include it with adult support as their sentence awareness grows. <p>From Spring, teachers introduce individual writing books or portfolios/folders. This should mainly include written piece from Literacy Tree Writing Roots and Drawing Club. Teachers are expected to ensure that there is evidence of at least one piece of writing per child each week. This may vary in length, format, and context—such as independent writing, adult-supported work, or writing produced during continuous provision.</p>

As outlined in the *Writing Framework* (2025), the focus must remain on quality over quantity. One carefully chosen piece that reflects the child's thinking, effort, and current level of independence is more valuable than multiple pages of writing for its own sake.

Fluency and Purpose: Extended composition, sentence fluency, increasing independence

Summer

- Phonics progresses through Phase 4, with the introduction of Phase 5 towards the end of term. Children use secure GPC knowledge to read and spell longer words and simple compound words.
- Children write simple sentences with increasing fluency, showing improved control over letter formation, finger spacing, and phonetically plausible spelling.
- Finger spaces are taught and modelled explicitly; children begin to apply them independently to make their writing clearer to others.
- Through oral rehearsal, shared writing, and teacher modelling, children compose and write at least one simple sentence. More confident writers may begin to write two or more sentences in sequence, where appropriate.
- Writing includes a range of purposes and genres, such as personal recounts, simple stories, instructions, lists, letters, and descriptive captions.
- Children may begin to use capital letters and full stops, particularly when supported by an adult.
- Teachers model how to reread and reflect on writing, and children are encouraged to notice whether their sentences make sense and how they can improve them.
- Children begin to develop a sense of audience and purpose, sharing their writing with peers, adults, and families through classroom displays, reading aloud, and other publishing opportunities.

Writing books or portfolios are used routinely to collect meaningful work, including both adult-directed and child-initiated writing. **Teachers are expected to collect at least two pieces of writing per week.**

Children working at the expected level of development will be able to:

Reading ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read simple sentences and books that match their phonic knowledge

**By the end
of
Reception:
Early
Learning
Goals (GLD)**

Writing ELG

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Example independent writing outcomes (as shown in the *Writing Framework*, 2025):

- Jack had magic beans. → (Phonetically plausible: Jak had majic beans)
- Mum was sad.

These examples demonstrate the expected outcome at the end of Reception.

Appendix B - Spelling

Key Stage 1

- **Year 1** – Spelling is taught through phonics. Home spelling lists (5–10 words) are aligned with each week’s taught grapheme–phoneme correspondences (GPCs) and may include tricky/common exception words.
- **Year 2** – A mix of phonics-based patterns and morphology exploration (10 words weekly).

Key Stage 2

- One **dedicated spelling lesson weekly** focuses on a statutory spelling pattern (follow SpellingFrame Lists)
- Pupils in Years 3–4 learn 12–15 focus words weekly.
- Pupils in Years 5–6 learn 15–20 focus words weekly, with increasing emphasis on morphology, etymology, and topic-linked vocabulary.




Where relevant and appropriate, teachers will make use of Literacy Tree’s Spelling Seeds to teach spelling and vocabulary in meaningful contexts that connect to current class texts.



Practice & Application:

- Pupils may choose to practise at home using **SpellingFrame** or on paper (practice table format provided).
- Teachers model effective practice strategies so pupils study words meaningfully, not just by rote copying.
- Short, low-stakes quizzes or dictations are used weekly to check recall and monitor application in writing.
- Pupils are expected to apply taught spellings in their written work. Teachers monitor for correct application and provide feedback or intervention where needed.

Appendix C - Marking Conventions for Writing

These conventions ensure consistency in how writing is marked across the school. They apply to *Writing Books* and, where relevant, *Draft Books*. All staff should follow these codes and guidance, adapting support for SEN pupils where necessary.

<p>Praise & Positive Identification</p>	<p>Highlight & Heart </p>	<ul style="list-style-type: none"> Highlight sections of writing that stand out as effective and add a small heart symbol next to them. May include features taught in class (e.g. fronted adverbials in Y4, relative clauses in Y5) or moments of particularly strong vocabulary, imagery, or sentence construction.
<p>Error Identification Codes</p>	<p>SP</p> 	<p>Spelling mistake</p> <ul style="list-style-type: none"> KS1 – underline incorrect spelling and provide correct spelling; pupil rewrites it three times. LKS2 – underline incorrect spelling; pupil identifies and corrects independently. UKS2 – write <i>sp</i> in the margin; pupil identifies incorrect spelling and corrects independently. <p><i>(For SEN pupils, provide appropriate level of support.)</i></p>
	<p>P</p>	<p>Punctuation error (including capital letters)</p> <ul style="list-style-type: none"> KS1 – Teachers may use stamps for finger spaces, capital letters and full stops:  <p>Teachers circle the error.</p> <ul style="list-style-type: none"> LKS2 – write <i>p</i> in the margin on the relevant line UKS2 – write <i>p</i> in the margin by paragraph

		Pupils respond in green pen. <i>(For SEN pupils, provide appropriate level of support.)</i>
		Add a word <ul style="list-style-type: none"> Placed where a word needs to be inserted.
	//	Start a new paragraph <ul style="list-style-type: none"> Placed where a paragraph break is needed.
Objective Achievement Codes	Margin Codes	Record when a pupil meets a year group or key stage objective. Examples: <ul style="list-style-type: none"> PV – passive voice (Y6) RC – relative clause (Y5) FS / C – full stops and capitals (KS1) NS – <i>Where NS from previous write has been addressed by the child.</i> <p>These codes help track objective coverage and support moderation.</p>
Other Codes	?	Re-read for clarity <ul style="list-style-type: none"> Sentence might need restructuring for clarity. Handwriting might not be sufficiently clear. Incorrect use of word in context.
	VF	Verbal Feedback <ul style="list-style-type: none"> If verbal feedback is given, teachers can note VF with a quick note of what was discussed (e.g. VF homophones).
Next Step Comments	NS 	Your Next Step <ul style="list-style-type: none"> Use only where it will meaningfully improve current or future writing. Must be a single, clear, actionable point linked to the current learning focus. Often given during the drafting process so pupils can act immediately. <p>Example: “<i>Next time, try joining two sentences with ‘because’ to explain why something happens.</i>”</p> <p>Note: The feed-forward next step is separate from any error-correcting marking (e.g. spelling, punctuation, or grammar corrections using marking codes). Error corrections address accuracy in the current piece, whereas the feed-forward next step focuses on a single, purposeful improvement that can be applied in future writing.</p>
Learning Objective (LO) Achievement Symbols	<ul style="list-style-type: none"> NA – Not achieved ✓ – Partially achieved 	

	<ul style="list-style-type: none"> ✓✓ – Fully achieved
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Key Principles for Applying Marking Codes

- Always combine corrections with positive identification of what has been done well (Highlight & Heart). Link all codes to current teaching focus and success criteria.
- Give pupils time to respond to codes and make corrections.
- Adapt for SEN pupils so marking remains accessible and constructive.

EYFS / Year 1

- **Focus:** Core transcriptional skills (capital letters for names/sentences, full stops, phonics-based spelling, finger spaces).
- Correct no more than 1–2 key errors that link directly to current teaching focus.
- Other errors are noted mentally for future teaching but not all marked.

Year 2

- **Focus:** Consolidating punctuation (. ? !), correct spelling of CEWs, sentence sense.
- Correct up to 3 errors that are relevant to recent learning or high-frequency issues.
- Avoid correcting every misspelling — target those pupils should now know.

Years 3–4

- **Focus:** Applying a wider range of grammar and punctuation taught so far, and spelling from statutory lists.
- Correct no more than 4–5 targeted errors, prioritising those in the success criteria or linked to current unit objectives.

Years 5–6

- **Focus:** Accuracy in complex sentences, advanced punctuation, and precise vocabulary.
- Correct up to 5–6 targeted errors depending on piece length, with more emphasis on pupils self-identifying and correcting.
- Expect them to find the rest independently during timetabled proofreading sessions.