



Intent

Vision & Rationale

At Girton Glebe, we believe that English is fundamental to learners' success across the curriculum and beyond school. Our aim is to develop fluent, thoughtful readers; confident, purposeful writers; and articulate speakers who can communicate their ideas with clarity. We want learners to develop a genuine love of language and literature while acquiring the knowledge and skills needed to read, write and communicate successfully.

Our English curriculum is underpinned by the National Curriculum for England, the DfE Reading Framework, the DfE Writing Framework and current evidence about effective literacy teaching.

Aims

By the time learners leave Girton Glebe, we aim for them to:

- read fluently, confidently and with secure understanding;
- read widely and regularly for both pleasure and information;
- engage thoughtfully with a broad and diverse range of literature;
- develop a rich vocabulary and secure understanding of language;
- write clearly, accurately and effectively for different purposes and audiences;
- develop secure spelling, grammar, punctuation and handwriting;
- plan, draft, revise, edit and proofread their writing with increasing independence;
- listen actively, discuss ideas thoughtfully and build upon the contributions of others;
- speak confidently and adapt their language for different audiences and purposes.

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 learner to access the same ambitious curriculum. Our aim is for all learners to achieve the same high expectations, with adjustments made to remove barriers while maintaining challenge.

Implementation

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 in the EYFS is rooted in oral language development, systematic early reading, and a clear progression in transcription and early composition. Our approach aligns with our whole-school English curriculum while recognising the unique, play-based pedagogy of the EYFS. We follow a separate Phonics and Early Reading Policy, aligned with *Little Wandle Letters and Sounds Revised*, which outlines our systematic synthetic phonics provision in full.

- Oral composition precedes writing, with learners 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.

Writing

Writing follows a book-based approach, with high-quality texts providing meaningful contexts for talk, vocabulary development and early composition. Learners explore texts through discussion, storytelling, role play and oral rehearsal before applying their ideas through purposeful writing opportunities. Writing is also encouraged through meaningful opportunities within continuous provision.

Learners are explicitly taught to orally compose and rehearse sentences before writing and to increasingly reread their writing to check that it makes sense. Adults model the writing process and provide appropriate scaffolding as learners move from mark-making and emergent writing towards increasingly independent sentence writing.

Handwriting is taught explicitly using Little Wandle Handwriting, with a focus on developing correct posture, pencil grip and accurate letter formation. Further information about our approach and progression is set out in our Handwriting Policy.

English in the Key Stages

Reading Core Principles:

- **Fluency first** - we develop accuracy, automaticity and prosody so that learners can devote their attention to understanding what they read.
- **Depth over isolated skills** – comprehension is developed through rich discussion and close engagement with high-quality texts rather than through teaching reading domains as isolated skills.
- **Knowledge supports comprehension** – where appropriate, texts connect with writing and the wider curriculum, building the vocabulary and contextual knowledge learners need to understand texts deeply.

Reading in the classroom

In Year 1, learners continue with Phonics instruction following *Little Wandle Letters and Sounds Revised*. As part of this programme, learners take part in Little Wandle reading practice sessions three times a week. These sessions focus on:

1. *Decoding* – first read: recognising graphemes and blending to read the words
2. *Prosody* – second read: reading with expression and understanding the writer's voice
3. *Comprehension* – third read: answering questions, discussing meaning and deepening understanding

This repeated, structured approach helps learners to develop accuracy, automaticity and confidence across each text. Although phonics is taught whole class, reading practice sessions are taught in target groups organised across KS1 (including Year 2 for the learners who need it). These groups are formed using ongoing assessment, ensuring that:

- Every child is taught at the right level for their current reading development
- Reading books are closely matched to each child's decoding ability
- Learners receive the scaffolding they need to develop accuracy and confidence
- Fluent and secure readers receive the challenge needed to continue progressing

Year 2 begins by using assessment to ensure that learners have completed the Little Wandle Year 1 progression. Any gaps in teaching are addressed through daily phonics lessons until the programme is completed. Corresponding summative assessments are carried out to ensure this content is secure. Once the Phase 5 review is secure, we teach the Bridge to spelling before moving to the Little Wandle Spelling units. Learners with larger gaps in their phonic knowledge than their peers have daily phonics teaching and follow the *Little Wandle Rapid Catch-up* programme.

Book Club

As learners become secure and increasingly fluent decoders, the focus of reading instruction shifts towards developing fluency and comprehension. From Year 3 onwards, learners take part in daily, 30-minute whole-class reading sessions, known as **Book Club**. In Book club session, learners focus on developing their:

- accuracy, automaticity and prosody;
- vocabulary and language comprehension;
- retrieval and summarisation skills;
- inference and interpretation skills;
- discussion and justification using evidence;
- And understanding of authors' language and choices.

Teachers explicitly model fluent reading and provide repeated opportunities for learners to read aloud and discuss increasingly complex texts. Comprehension is taught responsively through the demands of the text. Learners encounter the full range of National Curriculum reading skills without these becoming isolated or disconnected lessons.

Book Club uses the same core text as the writing curriculum, with sessions focusing closely on carefully selected extracts. This allows learners to engage deeply with the text, developing their fluency, vocabulary, contextual understanding and comprehension.

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. Learners are encouraged to read daily at home.

Home Reading Expectations

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.
- Parents can upload a note, photo, or video of reading to their child's ClassDojo Portfolio

Years 2–6

- Read either from a book of their choice or the class core text *at least four times a week* for 15–20 minutes.
- Learners 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 – learners 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.

Writing Core Principles

- **Explicit instruction** - sentence construction, grammar, punctuation, vocabulary and transcription are explicitly taught, modelled and practised.
- **Purposeful, text-based writing** - high-quality texts provide meaningful contexts, audiences and purposes for writing.
- **Developing independence** - learners build towards sustained writing outcomes and are explicitly taught to plan, draft, revise, edit and proofread. Scaffolding is gradually reduced so that learners become increasingly independent writers.

Writing in the classroom

Writing is taught through a carefully sequenced, text-based curriculum aligned with National Curriculum expectations.

High-quality texts provide rich models of language and meaningful contexts for writing. Where appropriate, texts connect with wider curriculum learning so learners can draw upon secure knowledge and vocabulary when composing.

Learners write for a broad range of purposes and audiences across their time at Girton Glebe. Writing outcomes are chosen because they arise meaningfully from the text and learning rather than simply to complete a predetermined genre.

Explicit Writing Instruction

Teachers explicitly teach the knowledge learners need to become successful writers, including:

- sentence construction;
- vocabulary and language choices;
- grammar and punctuation;
- text organisation and cohesion;
- transcription, including spelling and handwriting;
- how writers make choices according to purpose and audience.

Teaching includes oral rehearsal, teacher modelling, shared writing, analysis of effective examples and carefully scaffolded practice.

Extended Writing

Writing units build deliberately towards meaningful extended outcomes. Learners are given opportunities to apply previously taught knowledge and demonstrate increasing independence. Significant extended writing includes appropriate opportunities to:

plan → draft → revise → edit and proofread → publish/present

Teachers explicitly distinguish between revising writing to improve its effectiveness and proofreading to correct spelling, punctuation and grammatical errors. As learners progress through the school, scaffolding is gradually reduced and learners are expected to take increasing responsibility for making decisions about their own writing.

Grammar and Punctuation

Grammar and punctuation are explicitly taught in accordance with National Curriculum expectations. Where possible, these are taught within the context of learners' reading and writing so that learners understand how grammatical choices contribute to meaning and effect. Previously taught knowledge is revisited and learners are expected to apply it accurately and increasingly independently within extended writing.

Spelling

Key Stage 1

In Year 1, spelling is integrated into Phonics instruction following *Little Wandle Letters and Sounds Revised*, Phonics programme, continuing in Year 2, with The Little Wandle Spelling programme, which begins with a five-week review of Phase 5. The Bridge to spelling teaches learners how to 'think about spelling'. Over five weeks, the learners will complete the alphabetic code and learn the underpinning concepts of spelling. Once this learning is secure, learners are ready to move on to the Year 2 Spelling units. The Spelling units follow the familiar structure of Little Wandle phonics lessons, supporting learners to make links to their phonics learning. Little Wandle Spelling teaches learners to consider etymology, morphology and grammar when spelling new words

Key Stage 2

- One dedicated spelling lesson weekly focuses on a statutory spelling pattern
- Learners in KS2 learn 10-15 focus words weekly, with increasing emphasis on morphology, etymology, and topic-linked vocabulary.

Handwriting

Handwriting is taught explicitly and progressively so that learners develop a fluent, legible and efficient handwriting style. Little Wandle Handwriting is used in EYFS and Year 1, with Letter-join used from Year 2 onwards. Teachers model agreed handwriting expectations consistently and learners are expected to take pride in the presentation of their work across the curriculum. Appropriate adaptations are made for learners with physical, fine-motor or SEND needs. Further information is contained within the school **Handwriting Policy**

Oracy and Spoken Language

Across the curriculum, learners learn to:

- Speak clearly, confidently and with appropriate expression
- Use sentence stems to agree, build, challenge and clarify
- Ask thoughtful questions and justify their ideas
- Use specialist vocabulary in context
- Listen actively and take turns respectfully
- Present their learning to different audiences

Performances and Presentational Oracy

Learners also build presentational confidence through a structured programme of performances:

- **EYFS & Year 1:** A traditional Nativity in the autumn term
- **Years 2 & 3:** A spring term production
- **Years 4 & 5:** A summer term production
- **Year 6:** A choice between staging a full production or completing a research project leading to an exhibition or formal presentation

These experiences provide meaningful opportunities to speak clearly, perform to real audiences and apply oracy skills with confidence.

Impact

Our English curriculum enables learners at Girton Glebe to become fluent readers, confident writers, and articulate speakers. By the end of each key stage, learners are able to read with accuracy and understanding, write clearly for a range of purposes, and communicate their ideas effectively. Learners with SEND, EAL and those eligible for Learner Premium make strong progress from their starting points through carefully adapted teaching and targeted support.

We evaluate impact through a balanced range of assessments, including:

- **Little Wandle phonics and fluency assessments** (EYFS–Year 2), including summative checks and Rapid Catch-up assessments
- **NTS Reading Assessments** to track comprehension from Year 2
- **GaPS** assessments from Year 2 to monitor grammar, punctuation and spelling knowledge
- Ongoing teacher assessment of writing aligned with National Curriculum Objectives.
- Learning walks, book looks, learner voice and review of working walls
- All learners' writing is given both verbal and written feedback as per our **Marking & Feedback Policy**

This regular monitoring ensures gaps are identified promptly, teaching is responsive, and all learners are well prepared for the next stage of their learning.

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 learners
- Outcomes from learning walks, book looks, and learner 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.