



Millbrook
Community Primary School

English Action Plan

September 2025 – September 2026

Statement of Intent for English at Millbrook

At Millbrook we aim to deliver a high-quality English curriculum that gives the children the best possible opportunities to become confident and successful readers and writers with a deep love and understanding of the English language. We believe the development of reading and writing skills is central to improving a child's life chances.

Our teachers have high expectations for all the children to achieve and enjoy the art of writing and to be able to use the skills they acquire in a range of contexts. We promote reading throughout the curriculum and children are taught to develop their reading skills every day. We strive to ensure all children can communicate clearly in written form and become masters of language.

Children are given daily opportunities to explore and develop their reading and writing skills through a number of rich, engaging and creative activities in order to prepare them for the world they live in.

We understand the importance of writing and language in our lives and we are committed to ensuring we do our very best to help the children in our care become creative writers and successful readers.

We feel English teaches our children:

- To be passionate about reading and writing and have the opportunity to showcase their own personalities and interests through the study of these skills
- To become more fluent and confident readers who develop the key phonetic knowledge needed for to become independent learners
- To develop their comprehension skills and become confident to question the world around them through the texts they read and their interpretation of these
- To develop their subject knowledge in spelling, grammar and punctuation to aid them in their writing in the future and apply it accurately
- To develop a stamina for writing and be creative with their compositions, bringing in their own perspectives or passions
- To be able to articulate themselves more freely and have a deeper understanding of vocabulary used ambitiously
- To grow in confidence to communicate with others through paired and group work, as well as become more confident to present in front of people
- To be exposed to a diverse range of texts, authors and influential figures, allowing them to broaden their knowledge of the world around them and to embrace their personal perspectives
- To make links between the skills learned in English and other subjects within the curriculum and understand that education is a fluid process.

KEY PRIORTIES 2024-2025

| KEY PRIORITY | KEY PERSONNEL | TIMESCALE | RESOURCES REQUIRED | SUCCESS CRITERIA |
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| Pupils will write letters and words legibly and fluently (automatic transcription) | J. Dixon Class Teachers | September 2025- July 2026 | Staff meetings at least 1 a term to review writing and feedback to the staff about writing framework Leadership time 2 half days or one day per half term | At least 80 % of pupils form lower- and upper-case letters correctly in un-joined (print) form within KS1 At least 80 % of pupils form lower- and upper-case letters correctly in joined form (cursive) within KS2 Spelling of taught high-frequency words is correct in independent tasks. Weekly handwriting/transcription check, in KS2, show steady improvement in speed and accuracy Daily handwriting/transcription check, in KS1, show steady improvement in speed and accuracy |
| Pupils demonstrate high quality language and vocabulary within an oracy rich environment to enable them to orally compose and rehearse sentences before writing. | J. Dixon Class Teachers | September 2025- July 2026 | Staff meetings at least 1 a term Leadership time 2 half days or one day per half term Possible costings through Voice 21 for access to website | Staff will use the oracy toolkit to use effective oracy strategies to introduce new vocabulary. Staff will use the tier 2 words in their English lessons and other subjects as a word of the day. In drafting writing, pupils will state their sentence aloud (orally) before writing, especially in EYFS and KS1. Teachers will observe pupils pausing less while writing and when reading because the sentence structure is familiar. Pupils will be able to use modelling or shared writing to verbalise sentence structure before writing independently. Staff will use the oracy skills progression map to support their teaching of oracy and provide |

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| | | | | plenty of opportunity for the children to practise their skills. |
| Ensure that children below reading age or spelling age are targeted quickly for additional reading support. Monitor how quickly they progress | J. Dixon Class Teachers | December 2025 March 2026 July 2026 | Leadership time 2 half days or one day per half term Possible costings if tutoring is used to support catch up | Spelling mastery groups monitored and changes made to ensure children are making progress Learning walks of spelling mastery and ensure children making slow progress are being targeted in the sessions. Look at other interventions staff are putting in place for children who are falling behind and assess the impact. Look at pupils who can access the Catch-Up Literacy programme through discussions with B. Whiley |
| Develop pupil reading to ensure all pupils are fluent readers - focus on using VIPERS and the lowest 20% of pupils | J. Dixon Class Teachers | September 2025- July 2026 | Staff meetings at least 1 a term Leadership time 2 half days or one day per half term | Staff will identify the children who are in the lowest 20% of readers for their class. Staff to use VIPERS in their English teaching consistently Learning walks completed with a focus on reading and how VIPERS are being used inline with the Power of Reading. Texts in the reading areas to be matched to children's ability but also providing some challenge. Children to have access to high quality texts either through their own reading book or the text they are reading in class Children to have a reading book which is matched to their ability. These books are regularly monitored by staff and planners/reading records checked to ensure the children are reading at home and at school. |

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| | | | | Children to have regular reading comprehension practise using the resources on Grammarsaurus Using SATs analysis to identify areas of focus, staff to ensure these aspects of reading comprehension are taught more explicitly and the language used e.g., inference, retrieval. Using VIPERS will support this. |
| Improve children's writing throughout the school (embedding Literacy Counts) with a focus the pupils writing with accuracy at the sentence level (punctuation, grammar, cohesion). | J. Dixon Class Teachers | September 2025- July 2026 | Staff meetings at least 1 a term to review Literacy Counts units Leadership time 2 half days or one day per half term | Staff will identify any children in their class that need handwriting intervention using a pencil grip assessment. KS1 and LKS2 to have daily handwriting practise which is modelled by the class teacher. UKS2 to have weekly handwriting practise which is modelled by the class teacher. Moderation staff meetings looking at the progression and assessment of writing across the school as well as looking at the exemplifications of writing both from the DfE website and the Literacy Counts website. Learning walks completed with a focus on writing Staff to identify any presentation, formation of letters or grammar that needs correcting when reading pupils work both in the lesson and when marking. Staff to be 'fussy' with year group expectations and quickly identify common errors. Through Literacy Counts, sentence accuracy will be implemented and will take place at the beginning of each English lesson - this will link to the daily handwriting practise. The sentence accuracy will have a link to a grammar and punctuation focus. |