



## English Action Plan – 2025 – 2026

<p><b>School SDP Priorities:</b></p> <ol style="list-style-type: none"><li>1. To achieve high standards in Reading, Writing and SPAG throughout the school and maintain strong rates of attainment across the school for all pupil groups.</li><li>2. To develop the curriculum to promote Maths, maintaining standards to ensure that they are in line with national standards, including those pupils with SEND and PP identification.</li><li>3. 3: To continue to develop the curriculum across the school. To develop the progression of skills in foundation subjects, to build on pupil's subject knowledge across the school. To ensure that there is a well-planned and ambitious curriculum in place.</li></ol> <p>To develop subject leadership knowledge amongst all staff, including curriculum leaders.</p>	<p>English is a core subject and is at the heart of our curriculum. Each learning experience covers a range of reading and writing genres and, where appropriate makes links to other areas of the curriculum. The use of high-quality texts are used to teach the core skills in-line with the expectations of the National Curriculum.</p> <p>Our planning incorporates the structure:</p> <p>Red box work – consolidation/revisiting of an area of previous learning to embed knowledge and skills, that is displayed on slides for children to respond to on white boards at the beginning of every lesson.</p> <p>Teaching input – the learning objective is shared. The teacher models the skill to the whole class, and the children begin to develop their fluency together as a group.</p> <p>Independent – Independent work provides the means for all children to develop the skills promoted within the lesson.</p> <p>Plenary – provides opportunities to justify learning, embed knowledge and key skills, recapping the work completed in the lesson.</p> <p>Spoken language is promoted throughout the curriculum and across all subjects. Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities as well as being taught explicitly.</p> <p>We divide writing into the following four purposes:</p>
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	<ul style="list-style-type: none"> <li>• Writing to entertain.</li> <li>• Writing to inform.</li> <li>• Writing to persuade.</li> <li>• Writing to discuss.</li> </ul> <p>At Lovington Church of England Primary School, we know that developing children as expert and enthusiastic readers is a fundamental entitlement for every individual pupil. The ability to read confidently is the key that opens many doors and successful readers will have a head start in all that they do.</p> <p>We also know that to develop a love of reading and to enjoy talking about books and stories, our children will:</p> <ul style="list-style-type: none"> <li>• Be able to access all areas of the curriculum.</li> <li>• Enhance their mental well-being.</li> <li>• Will be supported to develop their writing abilities.</li> </ul> <p>Ultimately, we aim for our children to become life-long readers.</p>
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Priority/Focus:	Actions:	Who:	When:	Evidence/Impact
<b>Writing</b> Teachers to develop the use of Leah Crawford Opening Doors pedagogy of writing for a purpose using high-quality texts and	Teachers to model planning, drafting, revising, and editing in lessons to make the writing process explicit.	EM MS SM  All staff	On going	By Spring pupils demonstrate improved application of modelling strategies in independent writing.

<p>modelling of writing clearly.</p>	<p>Teachers to demonstrate clear strategies for greater depth writing, including ambitious vocabulary, complex sentences, and sophisticated punctuation.</p> <p>Implement regular “think-aloud” lessons where teachers verbalise reasoning and decision-making in writing.</p> <p>Establish routines where pupils observe, imitate, and then practise independently, gradually reducing scaffolding.</p> <p>Provide targeted modelling for pupils who need extra support and challenge for those aiming for greater depth.</p> <p>Monitor pupils’ writing sequences to ensure</p>			<p>By Summer pupils aiming for greater depth show confident use of ambitious vocabulary, sentence structures, and editing strategies.</p> <p>Writing sequences show clear evidence of drafting, revising, and improving in response to teacher modelling.</p>
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	modelling leads to independent improvements.			
<p><b>Oracy</b> To improve and develop high quality speaking and listening opportunities across the school.</p>	<p>Plan structured talk opportunities in every lesson (paired talk, group discussion, individual thoughts and presentations). Teach explicit speaking and listening skills (turn-taking, building on ideas, questioning). Use sentence stems and vocabulary scaffolds, especially for EAL and SEND pupils. Model high-quality talk through teacher think-aloud sessions. Increase opportunities for formal and informal speaking (drama, debates, role play, poetry recital)</p>	All staff	<p>On going</p> <p>Share good practice through staff meetings and peer observations</p>	<p>Children feel increasing confident when presenting their thoughts and ideas to others. Children listen thoughtfully when others are speaking.</p> <p>Evaluate impact on confidence, vocabulary, attainment, and engagement.</p>
<b>Vocabulary</b>	Embed word-learning strategies (e.g. word of	EM MS	On going	Evidence collected through planning

<p>Ensure staff consistently plan for and teach new vocabulary explicitly within writing lessons.</p>	<p>the day, context clues, word maps etc) to support independence.</p> <p>Provide pupils with repeated encounters of key words across subjects and contexts.</p> <p>Build structured opportunities for pupils to use new vocabulary orally and in writing to deepen retention.</p>	<p>SM</p> <p>All staff</p>		<p>scrutiny and lesson observations each half term.</p> <p>Monitored through vocabulary journals and writing samples.</p>
<p><b>Spellings</b></p> <p>All teachers will deliver daily spelling instruction in small steps, focusing on explicit teaching, modelling, and practice.</p> <p>Teachers will use agreed strategies (e.g. highlighting patterns, quick correction routines) to ensure</p>	<ul style="list-style-type: none"> <li>• Schedule daily lessons, using a range of spelling patterns that make the same sound (new words, sort the words into group, recap and embed prior spellings dictated sentences)</li> <li>• Pre-teach key spelling words before pupils encounter them in texts</li> <li>• Common Exception Words will be practiced daily at the start of each</li> </ul>	<p>EM</p> <p>SIP</p> <p>Governors</p> <p>All staff</p>	<p>Spelling progression spellings list.</p> <p>Shared exception word lists</p> <p>CPD on correction strategies</p>	<p>By Spring: 85% of pupils apply taught spellings accurately in writing.</p> <p>By Summer: 90% secure age-appropriate exception words; pupils reduce repeated spelling error</p>

<p>pupils learn a misspelt word correctly.</p>	<p>English lesson and to form 5 a day morning routine.</p> <ul style="list-style-type: none"> <li>• Provide weekly independent spelling practice tasks (inc. handwriting practice)</li> </ul>			
<p><b>Handwriting</b> All teachers will provide quality first teaching handwriting lessons, starting in reception.</p>	<p>Staff will always model high-quality handwriting, on the board and in pupil's books.</p> <p>Targeted handwriting interventions will be implemented for pupils in KS1 and KS2, that require further support.</p> <p>Handwriting will explicitly be taught at least 3 times weekly in reception and KS1 in addition to phonics.</p> <p>All staff will implement "ready to write" routines (sharpened pencils, correct seating, left-</p>	<p>EM SM MS Class teachers</p>	<p>On going</p>	<p>Books will show progress over time.</p>

	handed adaptations, pencil grips)			
<p><b>Phonics</b></p> <p>All staff to demonstrate skilled teaching of phonics using Unlocking Letters and Sounds.</p> <p>To monitor the quality of phonic teaching linked to expectations of the scheme in EYFS and KS1 and SEND pupils.</p>	<p>CBD opportunities.</p> <p>Parental workshop.</p>	<p>MS</p> <p>EM</p> <p>ED</p>	<p>On going</p>	<p>Consistent high-quality teaching and learning for all pupils.</p> <p>Parental engagement.</p>
<p><b>Reading</b></p> <p>All staff to develop and promote reading for pleasure by:</p>	<p>Allocating regular time for sustained silent reading.</p> <p>Establish classroom libraries and reading corners to encourage independent choice.</p> <p>Promote discussion of books and recommendations among peers.</p> <p>Track pupil engagement with reading through reading logs, book</p>	<p>All staff</p>	<p>On going</p>	<p>Evidence of reading for pleasure seen around the school, on the website and through pupil voice.</p>

	<p>reviews, and pupil interviews.</p> <p>Celebrate reading achievements and provide incentives to foster enthusiasm.</p>			
<p><b>Reading</b></p> <p>To ensure that the lowest 20% of readers are clearly identified by class teachers and LSAs.</p> <p>All staff to embed reading comprehension instruction across all year groups using high-quality texts.</p> <p>Teachers to implement all comprehension strategies including – predicting, summarising, questioning, clarifying and inferring.</p>	<p>Teachers will monitor their progress and implement high quality interventions advised by the SENCO.</p>	<p>EM</p> <p>MS</p> <p>SM</p> <p>ED</p>	<p>On going</p>	<p>Increased % of these children reaching ARE.</p> <p>Reading outcomes are in line with or above national standards for ARE.</p> <p>Reading outcomes are in line with or above national standards for greater depth.</p>
<p><b>Marking, feedback and assessment.</b></p>	<p>Staff to: Implement feedback that is specific, actionable, and task-related.</p>	<p>MS</p> <p>EM</p> <p>SM</p> <p>ED</p>	<p>Termly assessments.</p> <p>Pupil progress meetings</p> <p>feedback.</p>	<p>Improved outcomes seen over time.</p>

<p>Teachers and support staff to build in structured opportunities for live marking and feedback during all English lessons.</p>	<p>Ensure all feedback is supportive and encouraging. Establish routines for pupils to respond to feedback promptly. Share effective models of feedback language across classes.</p>			<p>All pupils act on feedback promptly and improve writing</p> <p>Feedback is consistent, task-specific, and discussion-based. Pupils can articulate how feedback improves writing.</p>
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