



Learning through hard work, friendship and fun.

Mill Lane Primary School

English Policy

Adopted: March 2020 (reviewed April 2021)

Review: March 2022

English is at the very heart of our curriculum and forms the core of all learning. By English we mean – effective communication (speaking and listening); reading for both information and pleasure and writing for purpose.

At Mill Lane Primary School, we teach the English objectives of the National Curriculum and the EYFS curriculum. English is taught as part of our topic based learning where the objectives of the national curriculum for history, geography, science and RE are also taught. We teach in this way as we believe that more frequent lessons deepen subject knowledge better and give pupils a better focus for reading and writing. It may also be the case that we teach a topic outside of the National Curriculum but specific to Mill Lane in order to meet the need of our children and community.

We teach these objectives through the following processes. Each year group will teach children from where they left the previous year.

	Reading	Writing	Phonics	Speaking and Listening	Spelling and Grammar
Nursery	Text rich environment Displaying different fonts Story time Library books for home Oxford Reading Tree stage 0	Mark making “Big Write” (magic writing – not the scheme!) Write name Number/letter formation Modelled writing	Sound of the week Letters and sounds phase 1 Jolly phonics	Modelling of accurate speaking and effective listening	Capital letter recognition
Reception	Daily story (book/screen) Reading corner “Beautiful Box of Books” Oxford Reading Tree Home Reading Records Floppy’s Phonics Shared reading 1:1 reading Guided reading Reading day Library books	Sentence writing Copywriting Write the wall (copy writing on the corridor linked to topic) Penpals Handwriting scheme Modelled/shared/guided and independent writing	Letters and sounds phases 2,3,4	Modelled Sentences Spoken sentence frames Alphabet song	Capital letters, full stops, finger spaces on whiteboards and paper

Year 1	<p>Reading tree Guided reading Individual readers Home Reading Records Oxford Reading Tree Floppy's Phonics Library books Story time Choice reading</p>	<p>Penpals Handwriting Scheme Writing targets – shared verbally at point of writing (during morning work) Modelled, shared, guided and independent writing</p>	<p>Daily phonics groups – letters and sounds phase 5 Phonics Play</p>	<p>Modelled high level vocabulary</p>	<p>Through reading and on whiteboards</p>
Year 2	<p>Reading tree Guided reading Individual readers Home Reading Records Oxford Reading Tree Floppy's Phonics Library books Story time Choice reading Shared and modelled reading</p>	<p>Penpals Handwriting Scheme Individual writing targets shared verbally at time of writing or shared in written form as maturity develops Vocabulary banks (via working wall) Modelled, shared, guided and independent writing Vocabulary collection at the start of a topic</p>	<p>Daily phonics groups – letters and sounds phase 6 (and previous phase interventions when needed for groups or individuals) Phonics Play</p>	<p>Modelled high level vocabulary</p>	<p>Through reading and on whiteboards</p>

Key Stage 2	<p>Choice reading Guided reading Library books Shared reading (Ginn or Rigby) Class novel Bug Club home reading scheme Reading records for home Comprehension lessons in class Reading tree Morning carousel</p>	<p>Individual writing targets in Topic books</p> <p>Modelled, shared, guided and independent writing</p> <p>Penpals handwriting scheme (not mandatory to use the IWB resources or the books BUT mandatory to form letters as per Penpals)</p>	As intervention if needed	Vocabulary wire (7 steps)	<p>Through reading and writing in SPAG Through lesson starters SPAG lessons</p>
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