



## Subject Report 2022-2023

<b>Subject</b>	English	<b>Report prepared by</b>	Sue Tancock
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### Overview of the year:

Our vision for English has continued to develop this year as we strive towards consistency and excellence. Adjustments are still being made to planning to raise attainment and progress whilst the staff body changes and grows. Developments this year include:

- Introducing a Reading Champion to support children across Year 2 and Key Stage 2, who have not met the threshold for the Phonics Screening Check, for rapid catch up.
- Continuing to develop the use of high quality texts for story time and guided reading to promote a love of reading and expose the children to rich and varied vocabulary.
- Revising the structure of the writing process to ensure children have more opportunities to write and consequently, confidence and stamina increases. As part of the process, spelling, punctuation and grammar (SPAG) are being taught through discrete weekly lessons, starters in every English lesson. Weekly book looks are in place to strengthen and support teacher assessment judgements whilst promoting consistency.

### Curriculum: Intent, implementation, Impact

#### Intent

The teaching of English at The Cambridge Primary School is designed to give pupils the key skills in English that enables them to access material in all curriculum areas, and provide a foundation for their learning throughout their school career and beyond. English is viewed as a fundamental part of the holistic development of the child for inspiring minds through literature, fostering positive behaviours and attitudes towards learning, whilst developing our key learning characteristics of being brave, innovative, collaborative and taking ownership. To achieve this, we intend to focus on making English interesting, exciting and purposeful by engaging the pupils with the joy and wonder of books and capturing their imagination both inside and outside of school. Furthermore, following the progression of skills for reading, writing and spoken language, and ensuring these are embedded, is key for the children to develop at an appropriate pace that builds on their prior knowledge and secures a strong foundation.

#### In English, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> <li>• <b>Proficiency</b> and <b>curiosity</b> in reading to <b>acquire knowledge</b> and <b>expand vocabulary</b> whilst developing imagination to <b>inspire creativity</b>.</li> <li>• Secure reading comprehension to <b>draw inferences, conclusions</b> and <b>determine</b> what is important in text.</li> <li>• <b>Predict</b> outcomes and events, <b>identify</b> messages and underlying themes.</li> <li>• <b>Communicating</b> effectively with a command of Standard English, through <b>active listening</b> and <b>responding</b>.</li> <li>• <b>Confidently speaking</b> in a range of situations and for different purposes; <b>justifying</b> and <b>reasoning</b> for debates and discussions in addition to <b>sustaining</b> a range of <b>roles</b> in drama activities and performances.</li> <li>• <b>Understanding</b> and <b>using</b> a broad, deep and rich vocabulary with confidence in conversation and throughout all written work.</li> <li>• <b>Adapting</b> language and style to write different text types for a range of purposes and audiences. <b>Applying</b> accurate spelling and grammar throughout all written work.</li> </ul>	<p>A Cambridge pupil has an enthusiasm for reading and literature with the confidence to discuss the wide range of text types, authors and illustrators they know and enjoy. Curiosity to explore new texts in response to recommendations and self-assurance to question and give opinions about what they have read. Ownership to use text as a tool for developing creativity and to gain a deeper understanding of areas of interest, for expanding knowledge or to complete investigation. The ability to communicate through speech and written word showing confidence and bravery to use a high standard of English and adventurous vocabulary across the curriculum and in a range of situations. Creativity and innovation across writing with accurate grammar and spelling. Collaboration with peers to generate ideas and reflect on their writing to improve and amend.</p>

#### **Implementation** (including rationale for curriculum organisation)

##### Phonics

- Phonics is taught in Reception and Year 1 following the Little Wandle Letters and Sounds Revised Programme. The programme follows a progressive order and clear teaching routines to ensure children focus their working memory on recalling GPCs.
- Children in Reception start phonics lessons as soon as possible (Week 2). Children in Reception and Year 1 are taught whole class and during lessons, children are identified to participate in daily 'keep up' sessions for extra practise.
- Children in Year 2, 3 and 4, who did not meet the threshold for the Phonics Screening Check (PSC), work with the Reading Champion, following the Little Wandle Rapid Catch up programme.
- All resources from Little Wandle have been adopted across the school, which promotes consistency.
- Planning is provided by Little Wandle. This includes 'Keep Up' and 'Rapid Catch Up' sessions.
- Little Wandle assessments take place every six weeks and a comprehensive report is generated which identifies children's gaps and a suggested plan for addressing them. A PSC mock assessment is used to track attainment in Key Stage 1 and 2.

Phonics (time allocation)					
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 & 2 (Year 2-4)	
Phonics Whole class	2hrs 30 mins (daily 30 mins)	Phonics Whole class	2hrs 30 mins (daily 30 mins)	Phonics Support groups organised in Phases (times per group)	1hr 30 mins (x3 weekly 30 mins)
Keep Up sessions (as and when needed)		Keep Up sessions (as and when needed) PSC booster (20 mins x3 weekly)		Individual support: precision teach, interventions and reading, benchmarking assessment.	

### Reading

Reading is taught throughout the school at many different times:

- Reading Practice Sessions - take place in Reception and Year 1 as part of the Little Wandle programme. Children read in small, ability groups, three times a week when they use the same book to focus on specific skills. The book is fully decodable and matched to the children's secure phonic knowledge. The same book is read at home throughout the week as an eBook. Planning and resources were created by the English Subject Lead for consistency.
- Guided Reading - takes place in Year 2, 3 and 4 where the children are taught whole class. Lessons involve the children working collaboratively to support all to achieve using Kagan strategies. They actively investigate text and record their learning in whole class Reading Journals. Class teachers plan units of lessons across each topic, using rich fiction, non-fiction, poetry texts and sometimes film clips for inspiration. They ensure the children develop their skills progressively across a unit using Blooms Taxonomy, the reading skills progression document and the comprehension requirements of the National Curriculum. Aspects of comprehension studied are revisited in a cycle, enabling children to build on and develop their skills over time to deepen understanding. All children have a weekly reading comprehension lesson as part of the writing process based on the model text from English lessons. During these lessons, teachers model strategies for answering 'test style' questions.
- Chatter Books lessons - involve the children taking ownership of the session under the guidance of the class teacher, to participate in informal book talk activities such as recommending texts, drama and exploring authors and illustrators. The aim of the lesson is to foster an intrinsic love of reading whilst enhancing teacher knowledge of children's reading practices and preferences, so they can develop children's 'reading diets'.
- Storytelling - takes place in Reception. The children tell their own stories that are written in the class storybook. They are acted out and brought to life in the classroom. The imaginative stories are based on favourite stories and characters.
- 1:1 reading to an adult – takes place weekly. Each class has a 'traffic light' reader list. Children highlighted red read to an adult at least three times, weekly, those highlighted amber read at least two times and those highlighted green read at least once a week. They read their Phonic or School Reader book that is decodable and matched to their secure phonic knowledge or assessed level of development. This ensures they decode using their phonic knowledge and not by any other strategy.
- Books - Children in Reception and Year 1, also take home a 'Family Reader' book whilst children in Year 2 and Key Stage 2, select a fictional text from the school library. These books may not match the child's phonic or reading development because they share it as a family. This is to promote reading for pleasure.
- Story Time - takes place across the school on a daily basis. This is for the children's enjoyment with the main aim of motivating them to read for pleasure. The children share a rich text, which expands vocabulary (that can be adopted in their own writing), increases imagination and creativity. In addition, it develops the children's knowledge and confidence to discuss a wide range of authors, illustrators, text types and genres. The children are encouraged to 'actively' listen to the stories through a range of teaching strategies.
- Assessment – takes place every time a child reads or takes part in a reading assessment such as running records, word reading and the NTS reading assessment papers (Autumn 2, Spring 2, Summer 2). This builds up a picture of a child's reading behaviour so teachers can update the formative assessment statements in Scholarpack and subsequently make an informed summative judgement.

Reading (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 (Year 2)		Key Stage 2 (Year 3 and 4)	
Reading Practice Sessions (ability groups)	1hr 30 mins (x3 weekly 30 mins)	Reading Practice Sessions (ability groups)	1hr 30 mins (x3 weekly 30 mins)	Guided Reading (whole class)	1hr 30mins (x3 weekly 30 mins)	Guided Reading (whole class)	1hr 30mins (x3 weekly 30 mins)
Chatter Books	1hr 15 mins (x5 weekly 15 mins)	Chatter Books	20 mins (x1 weekly)	Chatter Books	20 mins (x1 weekly)	Chatter Books	20 mins (x1 weekly)
Storytelling	15 mins (x1 weekly)						
1:1 reading	1:1 reading (at least x1 weekly)						
Story Time	approx. 1hr (daily approx. 15 mins)						

## Writing

Writing is taught throughout the school using a developing structure of the 'Talk for Writing' approach:

### • Reception

Writing is taught as a whole class and takes place daily for 15 to 20 minutes. Planning is based upon a rich text and follows the theme of all the learning over a two-week period alternating between innovating and inventing. The text is read daily throughout this time so the children are fully immersed and can join in with confidence. Class teachers complete the planning and ensure skills are revisited throughout the year so they are achieved and embedded. A model text (usually in response to an exciting 'hook') is shared, learnt, written and innovated by the children. Each week, children work in small, adult-led groups to develop their skills and strategies to promote independence for example, using grapheme mats to support spelling. Children write in books once a week using the skills from that week whilst rehearsing and revisiting previous skills when writing in the environment.

Children are taught to form letters in the print style with fine motor control supported through dough disco and jazzy gym activities that promote hand and core strength in addition to visual perception. Spelling is taught discretely during Little Wandle phonics lessons. Independent mark making is promoted from the earliest stages within the learning environment. As children role-play, they write in real-life situations. This encourages them to see writing as purposeful which also develops independence.

### • Key Stage 1 and 2

Writing is taught whole class with planning based upon a rich text that is usually linked to the topic (unless this compromises the text quality). Class teachers plan units of lessons, across each topic. These are based on the 'Talk for Writing' approach and follow the newly introduced Writing Process Overview for consistency, to provide more opportunities to write and therefore a wider evidence base for accurate assessment judgements. Spelling is taught discretely through phonics and spelling lessons, whilst children learn the specific grammar for their year group in discrete lessons and as a starter in all English lessons. Using Blooms Taxonomy, the writing skills progression document and the National Curriculum, teachers ensure the children experience of a range of genre and text types, with opportunities to develop and revisit the skills progressively. Teaching strategies throughout a unit include modelled, shared and guided writing. Lessons involve the children working collaboratively to support all to achieve using Kagan strategies and differentiation, with dedicated lesson time directed for the children to self-assess, peer assess and edit to improve their work. Handwriting is taught discretely in every year group to ensure the expectations for the year group are applied. Following this, misconceptions are addressed within lessons or through support groups. The pre-cursive style is taught in Year 1 and perfected in Year 2 with a focus on letter joins, until writing is fully cursive. Children should write in the cursive style in Key Stage 2 and can obtain a pen licence for consistently accurate presentation. Assessment takes place during every lesson as adults use 'helicoptering' to provide children with fast feedback as they write. The children also take part in GAPS assessment papers (Autumn 2, Spring 2, Summer 2). These processes build up a picture of a child's writing behaviour so teachers can update the formative assessment statements in Scholarpack and subsequently make an informed summative judgement.

Writing (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 (Year 2)		Key Stage 2 (Year 3 and 4)	
Literacy (whole class)	1hr 15 mins (x5 weekly 15 mins)	English (whole class)	5hrs 30 mins (x5 weekly 1hr including 1hr grammar)	English (whole class)	5hrs 30 mins (x5 weekly 1hr including 1hr grammar) 2hrs 30mins spelling and handwriting	English (whole class)	5hrs 30 mins (x5 weekly 1hr including 1hr grammar) 1hr handwriting and spelling

### What have you done to ensure that every skill is covered?

**Phonics** The Little Wandle planning is progressive as it follows the programme overview. Monitoring of timetables and learning walks reveal the sequence is being followed in Reception and Year 1 and during review weeks, teachers target the GPCs identified through formative assessment. The Reading Champion uses the Little Wandle Keep Up structure with ongoing assessment to ensure the children are moving through the phases and progressing effectively. This is seen by children progressively moving groups and having additional bespoke support if necessary.

**Reading and Writing** A skills progression document created for reading and writing, is used to ensure skills coverage and awareness of what the children have previously been taught. In addition, the medium term plan templates include prior learning which teachers can use as a reference. Working with teachers on planning writing, ensures skills coverage in addition to supporting sufficient time is spent in class providing opportunities for the children to rehearse them. Further evidence that skills are covered is through book looks and the adaptations added and amendments made to the half termly 'live' overview documents. These show how each current class cohort is supported to progress.

## Topics taught across each year group:

English Overview							
	Topic		Text Type		outcome		
	AT1	AT2	SP1	SP2	SU1	SU2	
<b>EYFS</b>	<p><i>Do you want to be friends?</i> <b>The Everywhere Bear</b> <u>Narrative:</u> Captions</p> <p><b>My Friend Bear</b> <u>Expository:</u> List</p> <p><b>Our Class is a Family</b> <u>Descriptive:</u> Labels</p>	<p><i>What happens when I fall asleep?</i> <b>Whatever Next!</b> <u>Narrative:</u> Labels</p> <p><b>Aliens Love Underpants</b> <u>Descriptive:</u> Wanted Poster</p> <p><b>How to Catch a Star</b> <u>Expository:</u> Instructions</p>	<p><i>What's in the ocean?</i> <b>The Rainbow Fish</b> <u>Descriptive:</u> Caption</p> <p><b>Meet the Oceans</b> <u>Expository:</u> Captions</p> <p><b>Dougal's Deep Sea Diary</b> <u>Expository/Descriptive:</u> Diary entry</p>	<p><i>Can you tell me a story?</i> <b>The Enormous Turnip</b> <u>Narrative:</u> Story</p> <p><b>The Three Little Pigs</b> <u>Narrative:</u> Comic Strip</p> <p><b>The Great Fairy Tale Disaster</b> <u>Descriptive:</u> Character description (own character)</p>	<p><i>Are we there yet?</i> <b>Handa's Surprise</b> <u>Persuasive:</u> Letter</p> <p><b>Roar!</b> <u>Expository:</u> Non-chronological report-leaflet</p> <p><b>The Ugly Five</b> <u>Expository/Descriptive:</u> Diary entry</p>	<p><i>Do cows drink milk?</i> <b>Farmer Duck</b> <u>Descriptive:</u> Character description</p> <p><b>Farm Animals</b> <u>Expository:</u> Non-chronological report-leaflet</p> <p><b>What the Ladybird Heard</b> <u>Narrative:</u> Story</p>	
Daily reading: Focus text, Chatter Books (each child brings their favourite book to school) and story time book.							
<b>Y1</b>	<p><i>Bright Lights, Big City</i> <b>The Queen's Handbag</b> <u>Narrative:</u> Story</p> <p><b>Our Queen Elizabeth (+ various sources)</b> <u>Expository:</u> Non-chronological report-information booklet</p>	<p><i>Memory Box</i> <b>Queen Victoria's Bathing Machine</b> <u>Expository:</u> Comparison Instructions</p> <p><b>Wilfred Gordon Macdonald Partridge</b> <u>Poetry:</u> Narrative with a repeated pattern</p>	<p><i>Moon Zoom</i> <b>Beegu</b> <u>Descriptive:</u> Character description</p> <p><b>Glurp the purple alien</b> <u>Poetry:</u> Free Verse with rhyming couplets</p>	<p><i>Superheroes</i> <b>Traction Man is Here</b> <u>Narrative:</u> Story-episode</p> <p><b>Rosa Parks (various sources)</b> <u>Expository:</u> Non-chronological report</p>	<p><i>Paws, Claws and Whiskers</i> <b>Wanted: The Perfect Pet</b> <u>Persuasive:</u> Advertisement</p> <p><u>Narrative:</u> Story</p> <p><b>Ducks (various sources)</b> <u>Expository:</u> Non-chronological report-leaflet</p>	<p><i>Enchanted Woodland</i> <b>Little Red</b> <u>Descriptive:</u> Setting description</p> <p><u>Descriptive:</u> Character description (wanted poster)</p> <p><b>Hello Hedgehog</b> <u>Expository:</u> Documentary script</p>	
GR and class reader	<b>A Bear Called Paddington</b>	<b>Marge in Charge</b>	<b>The Owl who was Afraid of the Dark</b>	<b>Super Dad's Day Off</b>	<b>Rabbit and Bear</b>	<b>Fantastic Mr Fox</b>	
<b>Y2</b>	<p><i>Castles</i> <b>The Kiss that Missed</b> <u>Narrative:</u> Story</p> <p><i>Castles (various sources)</i> <u>Expository:</u> Non-chronological report</p> <p>Recount</p>	<p><i>Street Detectives</i> <b>On the Way Home</b> <u>Persuasive:</u> Letter</p> <p><b>The Sound Collector</b> <u>Poetry:</u> Free Verse</p>	<p><i>Fire! Fire!</i> <b>Vlad Great Fire of London</b> <u>Expository/ Descriptive:</u> Diary Entry</p> <p><b>Samuel Pepys</b> <u>Expository:</u> Non-chronological report Autobiography</p>	<p><i>Land Ahoy!</i> <b>How to be a Pirate</b> <u>Descriptive:</u> Character description</p> <p><u>Expository</u> Leaflet</p> <p><b>Grace Darling (various sources)</b> <u>Expository/ Descriptive:</u> Diary entry</p>	<p><i>Up Up and Away</i> <b>Mrs Armitage on Wheels</b> <u>Narrative:</u> Story</p> <p><b>Samuel Cody (various sources)</b> <u>Expository:</u> Non-chronological report</p> <p>Recount</p>	<p><i>Movers and Shakers</i> <b>There's a Rang-Tan in My Bedroom</b> <u>Expository:</u> Newspaper report</p> <p><b>Greta and the Giants</b> <u>Persuasive:</u> Letter</p> <p><b>When I Grow Up</b> <u>Poetry:</u> Free Verse</p>	
GR and class reader	<b>Knights in Training Prince Cinders The Cat and the King</b>	<b>Journey The Big City Atlas A Street Through Time Snowflake</b>	<b>The Baker's Boy and the Great Fire of London</b>	<b>To the Edge of the World</b>	<b>The Explorer The Secret Sky Garden Amelia Earhart</b>	<b>The Enormous Crocodile How to be Extraordinary</b>	
<b>Y3</b>	<p><i>Through the Ages &amp; Tribal Tales</i> <b>How to Wash a Woolly Mammoth</b> <u>Expository:</u> Instructions</p> <p><b>Stone Age Boy</b> <u>Descriptive:</u> Setting description</p> <p><u>Narrative:</u> Story</p>	<p><i>Rocks, Relics and Rumbles</i> <b>Ricky the Rock that Couldn't Roll</b> <u>Poetry:</u> Free Verse with rhyming couplets</p> <p><b>Escape from Pompeii</b> <u>Expository/ Descriptive:</u> Diary Entry</p> <p><b>Everything Volcanoes and Earthquakes</b> <u>Expository:</u> Non-chronological report</p>	<p><i>Rioting Romans</i> <b>Romans on the Rampage</b> <u>Narrative:</u> Recount</p> <p><b>So You Think You've Got It Bad: Ancient Rome</b> <u>Expository:</u> Non-chronological report</p> <p><u>Poetry:</u> Free Verse-Acrostic</p> <p><u>Expository:</u> Biography</p> <p><u>Descriptive:</u> Diary entry</p> <p><u>Expository:</u> Instructions</p>	<p><i>Flow (Rivers)</i> <b>The River –an epic journey to the sea</b> <u>Narrative:</u> Story</p> <p><u>Expository:</u> Non-chronological report -recount</p> <p><b>Rhythm of the Rain</b> <u>Poetry:</u> Narrative with a repeated pattern</p>	<p><i>Scrumdiddlyumptious</i> <b>An Alien in the Jam Factory</b> <u>Expository:</u> Instructions</p> <p><u>Descriptive:</u> Setting description</p> <p><b>Jelly Boots, Smelly Boots</b> <u>Poetry:</u> Free Verse with rhyming couplets</p>		
GR and class reader	<b>Stig of the Dump</b>	<b>The Christmasaurus</b>	<b>Romans on the Rampage</b>	<b>Varjak Paw</b>	<b>An Alien in the Jam Factory</b>		
<b>Y4</b>	<p><i>Ancient Greeks</i> <b>Leo and the Gorgons</b> <u>Narrative:</u> Story</p> <p><b>A Visitors Guide to Ancient Greece</b> <u>Persuasive:</u> Letter</p> <p><u>Poetry:</u> Haiku</p>	<p><i>Misty Mountains</i> <b>Bigfoot Mountain</b> <u>Narrative:</u> Story</p> <p><b>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</b> <u>Expository:</u> Non-chronological report -Fact file</p>	<p><i>South America</i> <b>Journey to the River Sea</b></p> <p><b>From my Window</b> <u>Narrative:</u> Story</p> <p><b>Pele (little People Big Dreams)</b> <u>Expository:</u> Biography</p>	<p><i>Anglo-Saxons and Scots</i> <b>The Highland Falcon Thief</b></p>	<p><i>Vikings</i> <b>How to Train your Dragon</b></p> <p><b>Viking Voyagers</b></p>		
GR and class reader	<b>The Wild Robot</b>	<b>The Wild Robot</b>	<b>Journey to the River Sea</b>	<b>The Land of Roar</b>	<b>The Land of Roar</b>		

## Impact

**Phonics** Learning walks identify fidelity to the programme has improved with mantras and procedures evident in lessons. Pace could increase in Year 1 however teachers are focusing deeply on application to spelling and improving writing. Progression is evident from monitoring the phonics data from Little Wandle and mock PSC scores. Children have fewer gaps in their knowledge of the grapheme/ phoneme correspondences, tricky words and are more successfully applying the skill of blending.

**Reading and Writing** For writing, monitoring in the form of book looks identify where children are making progress and applying their skills. A progression in transcription skills can be seen from the start of the year with children responding to fast feedback and self-assessing with more confidence. Learning walks identify the use of the environment such as the English Learning Journey, table prompts and sound mats with a focus on spelling evident and whilst talking to the children. The introduction of the 'try it' page is starting to be used successfully to develop independent spelling strategies. As stamina to write and knowledge of the features of the text type increases across a unit of work, children in particularly Key Stage 2, use the writing toolkits with increased understanding. For reading, application of skills can be seen in the whole class reading journals and whilst listening

to the children talk collaboratively about the text. The whole class feedback sheets are also invaluable for identifying areas of success and the skills the children are confidently achieving in areas of literacy. They show the strengthening use of formative assessment and how this impacts the subsequent lessons as noted in the teachers' reflections on the half termly overviews. Reflecting on data from the NTS and GAPS assessment papers, indicates the areas of strength across the school where teaching has had an impact and those requiring further development. Sharing this with staff, promotes focus to adapt areas of grammar and reading teaching to support progression.

**What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?**

Phonics Formative assessment in the form of immediate personalised feedback is provided by adults in phonics lessons. This includes repeating a sound or modelling a skill that the child repeats. Children are identified for daily 'keep up' sessions to address an unknown GPC or more intense 'catch up' work to develop more challenging skills. Progress in phonics is shown with progression through the phonics scheme, book boxes and in book looks when there is phonic application in writing.

Reading Adults provide fast feedback to promote decoding strategies, develop fluency and comprehension. Misconceptions are addressed and challenge is provided through questioning. Progress is shown by developing fluency, moving through the book boxes, achieving higher running record assessments and increased scores in the NTS reading assessment papers.

Writing Marking follows a whole school fast feedback approach with teachers providing immediate, specific verbal feedback to the children throughout lessons. Verbal feedback is marked in the books with a stamp or a written comment and progression seen in the children's subsequent writing when the misconception does not appear. Children self-assess, highlighting in green to identify where they have successfully included any teaching points and editing to improve their writing, using a purple polishing pen. At the end of the lesson, the children reflect on their progress or confidence to use the skill by RAG rating the learning intention. Teachers complete a book look following the lesson and initial the self-assessment if they agree. At this point, teachers decide the next steps to support or challenge children or groups of children to progress further. This could result in working with an adult before the next lesson to ensure they are confident or the planning is adjusted and further scaffolding to support is put in place for the next lesson.

**What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?**

Little Wandle reading lead webinars have been attended with a focus on the Keep Up programme. The Reading Champion is now using this to support the phonic groups across Year 2, 3 and 4 which promotes fidelity to the Little Wandle programme and therefore consistency. For the parent phonics workshop and reading corner newsletters, activities and strategies to support decoding, blending and fluency have been researched. Following the Jane Considine spelling book training, the principals from the programme were used in staff training to consider the approaches that could be realistically adopted whilst being mindful of teacher workload. The 'try it' page and spelling prompts have been introduced which are promoting the children's independence with a focus on supporting memory. Participation in writing moderation within the Trust, local area schools and a network on greater depth writing, supported development in the planning of writing. This included restructuring the writing process to take place over three weeks. Following the sequence of imitate, innovate and invent, the children have more opportunities to write and teachers have more evidence to corroborate assessment judgements. Writing tasks have been simplified to support more creative outcomes.

**What Performance Information is monitored? What 3 questions are you considering for future developments?**

Phonics Progress is monitored using the summative assessment from Little Wandle and mock Phonic Screening Checks (PSC) on a phonics tracking document. This ensures gaps in knowledge are addressed through extra support. Progress is steady across the school with some rapid progress evident in children following the keep up programme in Year 2, 3 and 4. In some children, progress is not seen in their PSC score but their progression through the book boxes. The PSC score for children in Year 1 meeting the threshold was 59.32%, with the national average at 87%.  
Key question (Phonics Focus):  
1. How can formative assessment be used more effectively to ensure every child makes progress in lessons, keep up is accurately targeted and a higher percentage of children meet the PSC threshold?

Reading At Check Point (CP) 2, summative data in reading showed a lower percentage of children as working at age related

**How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?**

Fundamental British Values  
*Democracy* and *individual liberty* are encouraged through stories with a teamwork theme or independent characters. Voting for stories and books to share, or expressing and explaining their opinions, builds children's awareness that they can influence decision making and everyone has a voice. Children discuss characters and their actions which supports their understanding of right from wrong, responsibility and the *rule of law*. Kindness and friendship are explored in stories whilst experiencing texts and stories from other cultures raises awareness which encourages *tolerance* and harmony between different cultural traditions.

expectations or above than the NTS assessment papers. This is due to teacher caution as they have less evidence at this point in the year. Year 1 data was low with no children identified as exceeding. This judgement was influenced by the children’s phonic knowledge. As the children had not learnt all the GPCs at this point, teachers were again, cautious with their judgements. Year 4 data also identified a high number of the year group working below age-related expectations. To support, children without confident phonic knowledge are working with the Reading Champion and guided reading includes test style questions to develop independent strategies.

Key question (Reading focus):

- How can reading fluency be promoted so children’s cognitive resources can be redirected from focusing on decoding and onto comprehending effectively?

Writing When looking at summative data it is apparent that attainment in writing is low across the school. Writing judgements were more challenging for teachers as the GAPS assessment papers supported the teachers to assess the children’s discrete knowledge but not within the context of writing. In addition, there was not a range of evidence in the children’s books as planning did not provide sufficient opportunities for the children to write. Adapting the planning sequence has improved this whilst also holding whole school weekly book looks to strengthen formative assessment. To improve SPAG knowledge, there is a weekly discrete lesson and SPAG starters in every English lesson. A focus on developing the children’s independent use of spelling strategies is increasingly evident as children use the ‘try it’ page, sound mats and displays.

Key question (Writing focus):

- How can we support spelling development to improve writing attainment and progress across the school?

Children are encouraged to develop *respectful* relationships as they work with their peers in all aspects of English including peer assessment.

The Cambridge Learning Characteristics (BICO)

Brave- Children show bravery as they persevere to spell or read unknown words, share their ‘marvellous mistakes’ and self-assess their work with honesty.

Innovative- Children innovate their writing with their own ideas based on a model text and demonstrate their understanding of the texts they read for example, creating an alternative character.

Collaborative- Children work together in partners, small groups and as a whole class in all aspects of English. They might discuss the text they are reading, take part in shared writing or work together to improve their writing.

Ownership- Children take ownership of their learning in English by using the resources in the learning environment, fast feedback and prior learning to improve their work.

Opportunities for Personal Development

English is linked across the curriculum as children use their reading and writing skills in every other subject. For example, reading the key on a map in geography, labelling a plan in Design Technology or researching a famous historical figure. Comprehension skills are also vital in other subjects such as reasoning to make a prediction in science. There are many opportunities to promote literacy that the children enjoy such as World Book Day, weekly bedtime stories, visiting mystery readers and book buddies. Children have opportunities to speak and perform in front of an audience during class assemblies and the newly formed performing poets’ career club.

**What have we done in 2022?**

Implementation	Impact
<p><u>Phonics</u> Little Wandle subscription renewed.</p> <p>Purchased extra Little Wandle resources (including grow the code posters for Y4).</p> <p>Continued Little Wandle CPD for staff (including online training and LSA workshops).</p> <p>Developed and refined the role of a reading champion to deliver keep up and intervention in Year 2 and above.</p>	<p>There is consistent, high quality phonics teaching throughout the school. A slight increase in attainment and progress in phonics, reading and writing for all children.</p> <p>Fidelity to the Little Wandle programme is maintained with strategies evident for supporting all children during lessons (<i>What are their barriers to learning? How can they be supported to achieve?</i>)</p> <p>Support prioritised for the slower readers in Year 2 and above with rigorous commitment to keep up sessions and interventions.</p>

<p><u>Reading</u> eBook subscription renewed.</p> <p>Purchased rich and varied texts for the English curriculum, guided reading and story time to develop the Cambridge Book Spine.</p> <p>Purchased reading scheme books for book boxes (3 levels).</p>	<p>Books match the children's current phonic knowledge and promote the use of phonics as the only route to decoding unknown words so progress is good.</p> <p>Children are provided with high quality, examples of a range of text types to develop confident readers and creative writers. Rich and varied vocabulary is provided and modelled. Reading for pleasure is promoted. Attainment and progress in phonics, reading and writing increases.</p> <p>Books are developmental providing a structure to identify progress.</p>
<p><u>Writing</u> Investigated spelling schemes and purchased Jane Considine's The Spelling Book.</p> <p>Refined the writing sequence across three week blocks. Included discrete weekly SPAG lesson and SPAG starters in all English lessons.</p>	<p>Children are using more independent spelling strategies when writing such as the 'try it' page, sound mats and displays.</p> <p>Children have more opportunities to practise writing skills, develop increased confidence and stamina. Teachers have a wider evidence base to support assessment judgements.</p>
<p><b>What is the action plan for 2023?</b></p>	
<p><b>Implementation</b></p> <p>Develop an English team with specific roles (Phonics and Early Reading Lead, Reading Lead, Writing Lead) who will follow a rigorous teaching and learning monitoring schedule (observations, learning walks, book scrutiny, planning scrutiny, pupil conferencing and data analysis).</p>	<p><b>Impact</b></p> <p>To ensure capacity to drive all elements of English forward ensuring high quality teaching and learning and therefore increase progress and raise attainment so it is good or better than good for all children in phonics, reading and writing.</p>
<p>Little Wandle subscription renewal.</p>	<p>There is consistent, high quality phonics teaching throughout the school. A slight increase in attainment and progress in phonics, reading and writing for all children.</p>
<p>Purchase extra Little Wandle resources (including grow the code posters for Y5).</p>	<p>Fidelity to the Little Wandle programme is maintained with strategies evident for supporting all children during lessons</p>
<p>An increased focus, monitoring and training in using formative assessment strategies in phonics lessons across the school with high quality keep up and catch up provision.</p>	<p>Children are immediately identified as requiring support during every phonics lesson with consistent keep up and catch up sessions in place. Progress and attainment is good with particular focus on raising the percentage of children achieving the threshold for the PSC.</p>
<p>eBook subscription renewed.</p>	<p>Books match the children's current phonic knowledge and promote the use of phonics as the only route to decoding unknown words so progress is good.</p>
<p>Purchase rich and varied texts for the English curriculum, guided reading and story time to continue developing the Cambridge Book Spine.</p> <p>Research developing the school library by contacting the Schools Library Services and funding opportunities. Focus on texts to represent the diversity of the children and the topics studied across the curriculum. Purchase reading scheme books for book boxes (2 levels).</p>	<p>To provide children with high quality, examples of a range of text types that will develop confident readers and creative writers. To provide a varied and rich vocabulary. To promote reading for pleasure. To increase attainment and progress so it is good or better than good, in phonics, reading and writing for all children.</p> <p>Books are developmental providing a structure to identify progress.</p>
<p>Introduce a daily focus on fluency in Lower School and for those slower readers in Upper School. Introduce fluency interventions for the lowest 20%.</p>	<p>Promote the development of fluency, which will subsequently support comprehension. Increase reading attainment and progress so it is good or better than good, reading for all children.</p>

Continue developing guided reading planning including opportunities to answer assessment style questions.	Planning identifies skills and aspects of reading that that develop progressively throughout a year, key stage and the school. Reading attainment and progress increases so it is good or better than good for all children including raised attainment in the NTS reading assessments.
Continue developing English planning following the revised structure of the writing process with a strong focus on SPAG.	Planning identifies skills that develop progressively throughout a year, key stage and the school. There are opportunities for children to develop stamina for writing through regular practice. Overviews identify adaptations made to support all children to achieve and make progress. Writing attainment and progress increases so it is good or better than good for all children including raised attainment in the GAPS assessments.
Continue to refine the use of fast feedback in English lessons (class teachers and LSAs).	Staff are confident and use fast feedback effectively in lessons to support accelerated progress. Children's progress is evident in book looks.
Purchase dictionaries and Thesaurus.	To promote independence in spelling.
Purchase The Spelling Book (Jane Considine) for Year 5. Develop planning for discrete spelling lessons in Year 2 and KS2.	Planning develops progressively throughout Year 2 and KS2, with children gaining confidence to tackle spelling investigations and gain an increased understanding of spelling rules, patterns and strategies. Children's spelling improves. Writing attainment and progress increases so it is good or better than good for all children.