



## Subject Report 2023-2024

Subject	English	Report prepared by	Sue Tancock
---------	---------	--------------------	-------------

### Overview of the year:

English has developed throughout the year as changes have been made to refine practice and planning to support progress. Developments this year include:

- Teaching phonics in groups based on summative assessment. Children in Year 1 and above are grouped by their most recent summative assessment so teaching is targeted to meet their level of phonics development and understanding. Children are engaged as teaching builds on current knowledge which supports progress.
- Holding workshops in how early reading is taught in school to increase parent knowledge and understanding so home support is enhanced.
- Continuing to embed the writing planning sequence as staff become increasingly confident in the process based on Talk for Writing. The introduction of Widgits to create text maps has proved to be time effective and a focus on teaching grammar discretely and then revisited as a starter, is supporting children to apply the skills in their writing.

### Curriculum: Intent, implementation, Impact

#### Intent

The teaching of English at The Cambridge 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. To achieve this, we are focused 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. English is viewed as a fundamental part of the holistic development of the child for inspiring minds through literature, fostering positive behaviours and attitudes toward learning, whilst developing our key learning characteristics of being brave, innovative, collaborative and taking ownership.

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. <b>Adapting</b> language and style to write different text types for a range of purposes and audiences.</li><li>• <b>Applying</b> accurate spelling and grammar throughout all written work.</li></ul>	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.

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

##### Phonics

- Phonics is taught throughout the school using 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, which is usually their second week of school. They are taught mostly as a whole class with some working in small groups to aid focus. During lessons, children are identified to participate in daily 'keep up' sessions for extra practise and focus grapheme/ phoneme correspondences (GPCs) are rehearsed throughout the day.
- The majority of children in Year 1 are taught as a whole class with some working in groups that match their stage of development. This is to ensure they learn and consolidate their current phonic knowledge before moving to more complex GPCs.
- Children in Year 2 and 3 who are still working on their phonic development, work in groups that match their stage of development. This includes those accessing the bridge to spelling programme.
- Other children across the school who still require phonic support are helped within the classroom.
- Planning across all groups is provided by Little Wandle. This includes the 'Keep Up', 'SEN' and 'Rapid Catch Up' planning.
- All resources from Little Wandle have been adopted across the school to promote consistency.

- 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 Phonics Screening Check mock assessment is used to track attainment in Key Stage 1 and 2.

Phonics (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1 & 2)		Key Stage 2 (Year 3) If needed		Key Stage 2 (Year 4-5) If needed	
Phonics Whole class (+ small support groups)	2hrs 30 mins (daily 30 mins)	Phonics (progression groups)	2hrs 30 mins (daily 30 mins)	Phonics (progression groups)	2hrs 30 mins (daily 30 mins)	Individual support: precision teach and interventions	30 mins
Keep Up sessions (as and when needed)							

## 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 and Key Stage 2, where the children are taught whole class. Lessons involve the children working collaboratively to support all to achieve. There has been a recent change to the structure of guided reading provision to promote reading development and subsequently improve attainment and progress. It will also provide teaching staff with a robust evidence base to make more secure assessment judgements. An extract of text is investigated over a unit of six lessons. These lessons follow a structure starting with a vocabulary and background lesson to support children to build a 'mental model' of the text. This is followed by a session on fluency and then four comprehension lessons. Class teachers plan the units using rich fiction, non-fiction, poetry texts, song lyrics and sometimes film clips for inspiration. They ensure the children develop their skills progressively using the reading skills progression document which includes the comprehension requirements of the National Curriculum. During each unit, a focus aspect of comprehension, such as inference, is taught but the activities ensure all the aspects are rehearsed regularly to deepen understanding as recommended in the reading framework (DfE 2023). Lessons include teachers modelling strategies for answering 'test style' questions in preparation for assessments. Learning is recorded in an individual Guided Reading Journal rather than the whole class book.
- 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 – All children are assigned a Phonic or School Reader book that is decodable and matched to their secure phonic knowledge or assessed level of development. Children in Reception have an eBook from their reading practice session and take home the hard copy over the weekend. They also choose a 'Family Reader' book to take home, that may not match their phonic or reading development because they share it as a family. This promotes reading for pleasure. Children in Year 1 have an eBook from their reading practice session and take home a 'Phonic Reader' of their choice.
- 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 develop a love of reading. 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 and when confident, often take the lead in reading to their class.
- Assessment – takes place every time a child reads, completes a guided reading lesson or takes part in a reading assessment such as running records or word reading checks. Teachers use this information to update the formative assessment statements in Scholarpack. The children also take part in NTS reading assessment papers (Autumn 2, Spring 2, Summer 2) with the scores used in combination with the formative assessment data to build up a picture of a child's reading behaviour. Teachers make an informed summative judgement at three points during the year.

Reading (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 (Year 2)		Key Stage 2 (Year 3 to 5)	
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)
1:1 reading (at least x1 weekly)							
Story Time approx. 1hr (daily approx. 15 mins)							

## Writing

Writing is taught throughout the school using a structure linked to the 'Talk for Writing' approach:

- **Reception**

Writing is taught as a whole class with planning based upon a rich text. It 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, including grammar are revisited throughout the year so they are achieved and embedded. As the year progresses, text maps are introduced. The 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 and cubes to represent words. Independent mark making is promoted from the earliest stages within the learning environment. Children are encouraged to use the skills from that week whilst rehearsing and revisiting previous skills. As they role-play, they write in real-life situations, which encourages them to see writing as purposeful. Writing is collected in individual folders. 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.

- **Key Stage 1 and 2**

Writing is taught whole class with planning based upon a rich text that is usually linked to the topic. Class teachers plan units of lessons, across each topic. These are based on the 'Talk for Writing' approach where a model text is used to demonstrate successful aspects of the genre. A writing process is followed for consistency, to provide more opportunities to write and therefore a wider evidence base for accurate assessment judgements. Using Blooms Taxonomy, the writing skills progression document and the National Curriculum, teachers plan to 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 adaptations, 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. Grammar is also taught discretely with children learning the specific grammar for their year group in an individual lesson and as a starter in all English lessons. The skills are embedded within the writing as they are promoted through the model text. Changes to spelling provision have been recently introduced as this aspect of writing has been identified as the weakest. There are twice weekly spelling lessons which follow a consistent planning format. Time is given to investigating a spelling rule before children have the opportunity to apply the rule. Planning follows an overview to ensure progression. Assessment of English takes place during every lesson as adults use 'helicoptering' to provide children with fast feedback for misconceptions as they write or in following lessons if considered more appropriate. An assessment sheet is completed in lessons that teachers use to update the formative assessment statements in Scholarpack. The children also take part in GAPS assessment papers (Autumn 2, Spring 2, Summer 2) with the scores used in combination with the formative assessment data to build up a picture of a child's writing behaviour. Teachers can then make an informed summative judgement at three points during the year.

Writing (time allocation)							
Early Years (Reception)		Key Stage 1 (Year 1)		Key Stage 1 (Year 2)		Key Stage 2 (Year 3 to 5)	
<b>Literacy</b>  (whole class)	<b>1hr 15 mins</b>  (x5 weekly 15 mins input plus additional individual and group focus)	<b>English</b>  (whole class)	<b>5hrs 30 mins</b> (x5 weekly 1hr including 1hr grammar)	<b>English</b>  (whole class)	<b>5hrs 30 mins</b> (x5 weekly 1hr including 1hr grammar) x1 weekly 30 minutes spelling & handwriting	<b>English</b>  (whole class)	<b>5hrs 30 mins</b> (x5 weekly 1hr including 1hr grammar) x2 weekly 30 minutes spelling & handwriting

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

### Phonics

Little Wandle phonics should be delivered with fidelity to the programme and this has been monitored through discussions, learning walks and observations. Teachers and learning support assistants teach classes and groups of children using the planned activities and script with increasing accuracy. Staff development in the form of feedback, informal coaching and direction to professional development resources on the Little Wandle website has been provided with the team working together and specifically with the Reading Champion. Planning is progressive as it follows a programme overview. Following a

‘block’ of teaching (usually five weeks) and analysis of assessment, close collaboration with class teachers, LSAs and the Reading Champion, has ensured each group is working at the correct level to meet the developmental needs of the children. Analysis of assessment, provides evidence of the children making progress which shows provision is effective. Where children make slower or minimal progress, a discussion with the class teacher takes place to consider challenges and support.

## Reading and Writing

Planning follows the reading and writing skills progression documents and there is evidence of revisiting skills within year groups to embed them. Working with teachers in specific year groups where planning has changed or the staff are new to the year group ensures skills are identified that build across units of work and topics in addition to ensuring a range of genre is covered. Learning walks, observations and book looks provide evidence that the skills identified in the planning are covered. Half term overview ‘live’ documents should be edited to identify adaptations that demonstrate adjustments to support children to achieve the learning. Writing is also monitored by the Phase Leads during book looks and developmental feedback provided.

## Topics taught across each year group:

English Overview						
	Topic	Text	Text Type	outcome		
	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	<p>Do you want to be friends?</p> <p><b>The Everywhere Bear</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><b>Lost and Found-</b></p> <p><u>Descriptive:</u></p> <p>Wanted Poster</p> <p><b>My Friend Bear</b></p> <p><u>Expository:</u></p> <p>List</p>	<p>What happens when I fall asleep?</p> <p><b>Whatever Next!</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><b>Aliens Love Underpants</b></p> <p><u>Descriptive:</u></p> <p>Wanted Poster</p> <p><b>How to Catch a Star</b></p> <p><u>Expository:</u></p> <p>Instructions</p>	<p>What's in the ocean?</p> <p><b>The Rainbow Fish</b></p> <p><u>Poetry:</u></p> <p>Free Verse</p> <p><b>My Granny is a Pirate</b></p> <p><u>Descriptive:</u></p> <p>Wanted Poster</p> <p><b>Dougal's Deep Sea Diary</b></p> <p><u>Expository/Descriptive:</u></p> <p>Diary entry</p>	<p>Can you tell me a story</p> <p><b>The Enormous Turnip</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><b>The Three Little Pigs</b></p> <p><u>Persuasive:</u></p> <p>Advert</p> <p><b>The Great Fairy Tale Disaster</b></p> <p><u>Descriptive:</u></p> <p>Character description (own character)</p>	<p>Are we there yet?</p> <p><b>Handa's Surprise</b></p> <p><u>Persuasive:</u></p> <p>Letter</p> <p><b>Roar!</b></p> <p><u>Expository:</u></p> <p>Non-chronological report-leaflet</p> <p><b>The Ugly Five</b></p> <p><u>Expository/Descriptive:</u></p> <p>Diary entry</p>	<p>Do cows drink milk?</p> <p><b>Farmer Duck</b></p> <p><u>Descriptive:</u></p> <p>Character description</p> <p><b>The Hen Can't Help It</b></p> <p><u>Expository:</u></p> <p>Non-chronological report-poster</p> <p><b>What the Ladybird Heard</b></p> <p><u>Narrative:</u></p> <p>Story</p>
Daily reading: Focus text, Chatter Books (each child brings their favourite book to school) and story time book.						
Y1	<p><i>Bugs Life</i></p> <p><b>The Very Hungry Caterpillar</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><b>One Little Butterfly</b></p> <p><u>Expository:</u></p> <p>Non-chronological report-collaborative page</p>	<p><i>Moon Zoom</i></p> <p><b>Beegu</b></p> <p><u>Descriptive:</u></p> <p>Character description</p> <p>Diary entry</p> <p><b>Going into Space</b></p> <p><b>Man on the Moon</b></p> <p><u>Expository:</u></p> <p>Non chronological report</p> <p><b>Glurp the purple alien</b></p> <p><u>Poetry:</u></p> <p>Free Verse with rhyming couplets</p>	<p><i>Enchanted Woodland</i></p> <p><b>Little Red</b></p> <p><u>Descriptive:</u></p> <p>Setting description</p> <p><u>Descriptive:</u></p> <p>Character description (wanted poster)</p> <p><b>Mr Wolf's Pancakes (13/2=shrove Tuesday)</b></p> <p><u>Expository:</u></p> <p>Instructions</p>	<p><i>Memory Box</i></p> <p><b>Lost in the Toy Museum</b></p> <p><u>Narrative:</u></p> <p>Character description (wanted poster)</p> <p><u>Expository:</u></p> <p>Museum exhibit (leaflet) (old and new toy comparison)</p>	<p><i>Superheroes</i></p> <p><b>Traction Man is Here</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><u>Descriptive:</u></p> <p>Super Self- I act file</p> <p><b>Rosa Parks (various sources)</b></p> <p><u>Expository/ Descriptive:</u></p> <p>Diary entry</p>	<p><i>Paws, Claws and Whiskers</i></p> <p><b>Wanted: The Perfect Pet</b></p> <p><u>Persuasive:</u></p> <p>Advertisement</p> <p><u>Narrative:</u></p> <p>Story</p> <p><b>The Tiger Who Came to Tea</b></p> <p><u>Expository:</u></p> <p>Non chronological report leaflet</p> <p><u>Poetry:</u></p> <p>Free Verse</p>
Y2	<p><i>Castles</i></p> <p><b>The Kiss that Missed</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><b>The Dark, Dark Tale</b></p> <p><u>Poetry:</u></p> <p>Repetitive Poetry</p> <p><b>Castle Trip</b></p> <p><u>Expository:</u></p> <p>Recount</p>	<p><i>Street Detectives</i></p> <p><b>On the Way Home</b></p> <p><u>Persuasive:</u></p> <p>Letter</p> <p><b>The Sound Collector</b></p> <p><u>Poetry:</u></p> <p>Free Verse</p>	<p><i>Fire! Fire!</i></p> <p><b>Vlad Great Fire of London</b></p> <p><u>Expository/ Descriptive:</u></p> <p>Diary Entry</p> <p><b>Samuel Pepys</b></p> <p><u>Expository:</u></p> <p>Non-chronological report</p> <p>Biography</p>	<p><i>Land Ahoy!</i></p> <p><b>How to be a Pirate</b></p> <p><u>Descriptive:</u></p> <p>Character description</p> <p><u>Expository</u></p> <p>Leaflet</p> <p><b>Grace Darling (various sources)</b></p> <p><u>Expository/ Descriptive:</u></p> <p>Diary entry</p>	<p><i>Up Up and Away</i></p> <p><b>Samuel Cody (various sources)</b></p> <p><u>Expository:</u></p> <p>Non-chronological report</p> <p><b>Museum Trip</b></p> <p><u>Expository:</u></p> <p>Recount</p>	<p><i>Movers and Shakers</i></p> <p><b>There's a Rang-Tan in My Bedroom</b></p> <p><u>Expository:</u></p> <p>Newspaper report</p> <p><b>Greta and the Giants</b></p> <p><u>Persuasive:</u></p> <p>Letter</p> <p><b>When I Grow Up</b></p> <p><u>Poetry:</u></p> <p>Free Verse</p>
Y3	<p><i>Through the Ages &amp; Tribal Tales</i></p> <p><b>How to Wash a Woolly Mammoth</b></p> <p><u>Expository:</u></p> <p>Instructions</p> <p><b>Stone Age Boy</b></p> <p><u>Narrative:</u></p> <p>Story</p>	<p><i>Rocks, Relics and Rumbles</i></p> <p><b>Escape from Pompeii</b></p> <p><u>Descriptive:</u></p> <p>Setting description</p> <p><b>Volcanoes and Earthquakes</b></p> <p><u>Expository:</u></p> <p>Non-chronological report/leaflet</p>	<p><i>Rioting Romans</i></p> <p><b>Romans on the Rampage</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><b>So You Think You've Got It Bad: Ancient Rome</b></p> <p><u>Expository:</u></p> <p>Non chronological report poster</p> <p><u>Expository:</u></p> <p>Biography of Julius Caesar</p> <p><u>Descriptive:</u></p> <p>Diary entry of Roman soldier</p>	<p><i>Flow (Rivers)</i></p> <p><b>The River – an epic journey to the sea</b></p> <p><u>Descriptive:</u></p> <p>Setting description of a river</p> <p><u>Expository:</u></p> <p>News article of a flood</p>	<p><i>Scrumdiddlyumptious</i></p> <p><b>Charlie &amp; the Chocolate Factory</b></p> <p><u>Expository:</u></p> <p>Persuasion text for a chocolate bar</p> <p><u>Descriptive:</u></p> <p>Character description (or narrative)</p>	
Y4	<p><i>Ancient Greeks</i></p> <p><b>Leo and the Gorgons</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><b>A Visitors Guide to Ancient Greece</b></p> <p><u>Persuasive:</u></p> <p>Letter</p> <p><u>Poetry:</u></p> <p>Haiku</p>	<p><i>Misty Mountains</i></p> <p><b>Bigfoot Mountain</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p>Alternative ending</p> <p><u>Descriptive:</u></p> <p>Setting description</p> <p><b>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay</b></p> <p><u>Expository:</u></p> <p>Chronological report -I act file</p>	<p><i>South America</i></p> <p><b>From my Window</b></p> <p><u>Narrative:</u></p> <p>Story</p> <p><u>Descriptive:</u></p> <p>Setting &amp; character description</p> <p><b>Along the Tapajós</b></p> <p><b>Book by Fernando Vilela</b></p> <p><u>Narrative:</u></p> <p>Story (Traditional tale structure)</p> <p><b>Little People, Big Dreams- Pele</b></p> <p><u>Expository:</u></p> <p>Biography -Pele</p>	<p><i>Anglo Saxons and Scots</i></p> <p><b>How to Train your Dragon</b></p> <p><u>Narrative:</u></p> <p>Story- Suspense thriller (Story starter building suspense)</p> <p><u>Expository:</u></p> <p>Instructions</p>	<p><i>Vikings</i></p> <p><b>Battle of reading article</b></p> <p><u>Expository:</u></p> <p>Newspaper report</p> <p><b>Viking Voyagers</b></p> <p>Tree of life- Nose gods and legends</p>	
Y5	<p><i>Ancient Egypt</i></p> <p><b>The Ancient Egypt Sleepover</b></p> <p><u>Narrative:</u></p> <p>Story -</p> <p><b>A Visitors Guide to Ancient Greece</b></p> <p><u>Persuasive:</u></p> <p><u>Poetry:</u></p> <p>Kennings</p>	<p><i>Space</i></p> <p><b>The Kid who came from Space</b></p> <p><u>Expository:</u></p> <p>Newspaper report</p>	<p><i>Tudars (Shakespeare)</i></p> <p><b>A Midsummer Night's Dream</b></p> <p><u>Expository/ Descriptive:</u></p> <p>Diary entry</p> <p><u>Persuasive:</u></p> <p>Letter</p> <p><u>Expository:</u></p> <p>Instructions</p>	<p><i>Settlements</i></p> <p><b>Kensuke's Kingdom</b></p>	<p><i>North America</i></p> <p><b>Holes</b></p> <p><b>The Iron Man</b></p>	



## Impact

### Phonics

Progression in phonics is identified through data analysis of the Little Wandle heat maps. Children are assessed following each 'block' of learning. We have developed the way this is used by ensuring previously taught 'blocks' are reassessed if below 80% in addition to current ones. This enables us to see small steps of progress for children who are 'catching up' rather than data that is always working towards expected. Children in Year 1 and those in Year 2 who have not reached the threshold for the check in Year 1, have just taken part in a 'mock' Phonics Screening Check. Data from this shows children who are using and applying their phonic knowledge and skills and those requiring different levels of support to achieve the threshold score.

### Reading

Learning walks show evidence of many children feeling confident in their decoding skills to read to the class but often phrasing and subsequently, expression are not sustained. Discrete fluency lessons within the revised guided reading teaching sequence aims to support this. Children's comprehension skills are seen to be developing through collaborative discussion however, locating robust evidence of this has been challenging to ensure judgements are secure. This is due to using Whole Class guided reading journals which are changing to individual journals. Evidence from the class reader lists and reading records show the majority of children making progress through the book boxes as they apply their skills and knowledge. More running record assessments are being administered by staff which is positive as they provide a clear 'snapshot' of reading behaviour and ensure the books children read match their level of development. Analysis of test paper data identifies areas of strength and challenge within each year group, which are shared with staff for focused teaching.

### Writing

There is evidence of a progression in skills in the children's books. With regards to transcription, handwriting development is generally apparent as the year group expectations are embedded whilst spelling skills are still emerging. The use of the model text provides key vocabulary that supports accurate spelling and evidence of correcting spelling whilst editing. Now a focus on accurately applying phonic knowledge, spelling rules and year group high frequency words is needed to enhance progression. Grammar starter activities are included in the children's books which reflect the grammar focus in the writing. Children can talk about the focus criteria of composition needed in their writing to make it successful through the use of toolkits and boxing up grids. They mention the model text, particularly with the use of wdgits, helps them feel confident about what they are going to write before they innovate the text. Data analysis, particularly of the GAPS assessment papers, recognises successful and developmental areas of spelling, punctuation and grammar. Spelling remains as an area for development.

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

Phonics Adults provide verbal feedback in phonics lessons to address mispronunciations and to repeat blending skills. Assessment during lessons identifies children who need extra practise of the grapheme phoneme correspondence throughout the day or during more formal 'keep up' sessions. Progression through the phonics scheme, reading book boxes and in the children's books show phonics teaching has been applied and is therefore effective.

Reading Adults provide fast feedback to promote decoding strategies, develop fluency and comprehension as recorded in the children's reading records. Traffic light reader lists show children moving through the book boxes. Progress is also shown as children achieve higher running record assessments and increased scores in the NTS reading assessment papers.

Writing The marking approach in English follows the fast feedback process which is the same for each subject across the school. A verbal feedback stamp marks where conferencing has taken place. This might also include a written comment regarding the misconception addressed. Adult support is also noted in the children's books and formative assessment sheets are completed in each lesson with the outcomes recorded on Scholarpack. Areas that require addressing in the following lesson are identified. Fast feedback supports the children to develop self-assessment skills. They highlight successful elements in green and use

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

There are weekly Wandle bulletins from Little Wandle with news, hints and a blog. Reading lead sessions and CPD webinars are also available and have been attended. More recently, this has focused on the new Wandle assessment. Workshops have been provided for parents in Reception and Year 1 with the latest guidance from Little Wandle included. Dandelion Learning led a training session with teaching staff called 'Grammar Games that Work' in June 2023. The engaging ideas were used in planning grammar activities. There was also staff training in modelling writing and adaptations delivered by one of the Assistant Head Teachers. This resulted in class teachers planning aspects of English to model following book looks and formative assessment. An English Lead briefing was also attended in September which included information from the DfE, STA, Ofsted and EEF. For staff training in spelling and guided reading, research from the EEF and reading framework has been carried out. Elements, such as supporting children to create a mental model have been included whilst activities for developing aspects of reading were explored and included in a booklet of ideas for teachers to use when planning. Teaching staff participated in a Trust writing moderation session (November 2023). The professional dialogue between colleagues from different schools developed staff knowledge of the assessment criteria and making more accurate

<p>purple polishing pens to edit and improve their work. At the end of lessons, children RAG rate their writing, using the criteria in the toolkit and adults initial the RAG rating if they agree.</p>	<p>judgements. The session included an opportunity to share practice and 'trouble shoot' challenges which staff found useful. For example, Year 1 have adopted a grapheme mat idea to support less confident writers.</p>
<p><b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b></p>	<p><b>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</b></p>
<p><u>Phonics</u> Most children are progressing through the phonic phases as shown through monitoring of the Little Wandle summative assessment data. The pupil trends section of Little Wandle, indicates a group of children making steadier progress with smaller steps of progress within phases. Analysis of mock Phonic Screening Checks (PSC) highlights attainment and identifies children for targeted provision where there are gaps in knowledge.</p> <p>Key question (Phonics Focus):</p> <ol style="list-style-type: none"> <li>1. How can phonics provision in Reception ensure a higher number of children are confident within Phase 4 to provide strong foundations for Year 1 and the Phonics Screening Check?</li> </ol> <p><u>Reading</u> Monitoring of reading as conducted through data analysis, scrutiny of the reading records, running record assessments and class traffic light reader lists identifies progress is evident. Children move through the book boxes and running records. Aspects of reading in the assessment papers show higher scores indicating some progress. Learning walks identify guided reading lessons require shorter extracts of text that are studied in more depth to increase understanding and to teach the skills. The whole class reading journal promotes discussion but does not ensure there is a wide base of evidence for accurate formative assessment.</p> <p>Key question (Reading focus):</p> <ol style="list-style-type: none"> <li>2. How can we build on the revised guided reading structure to strengthen provision and promote progress?</li> </ol> <p><u>Writing</u> Developments in the planning sequence have promoted some progress in writing as children have more focused opportunities to write. This is evident in book looks. Application of grammar skills can be seen through the SPAG (spelling, punctuation and grammar) starters that are beginning to be reflected in the writing. Spelling remains an area for development as this is the aspect identified as weakest when analysing the GAPS assessment paper results and where less progress and application is seen in the children's writing.</p> <p>Key question (Writing focus):</p> <ol style="list-style-type: none"> <li>3. How can we ensure learning from discrete spelling provision is applied in writing to improve writing progress and attainment?</li> </ol> <p>A monitoring visit with Governors also takes place annually (22/11/2023).</p>	<p><u>Fundamental British Values</u></p> <p><i>Democracy</i> and <i>individual liberty</i> 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.</p> <p>Children discuss characters and their actions which supports their understanding of right from wrong, responsibility and the <i>rule of law</i>. Kindness and friendship are explored in stories whilst experiencing texts and stories from other cultures raises awareness which encourages <i>tolerance</i> and harmony between different cultural traditions.</p> <p>Children are encouraged to develop <i>respectful</i> relationships as they work with their peers using the Kagan approach in all aspects of English including peer assessment.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>Brave- Children show bravery as they persevere to spell or read unknown words, share their 'marvellous mistakes' and self-assess their work with honesty.</p> <p>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.</p> <p>Collaborative- Structures of the Kagan approach are evident across the school in English lessons. 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.</p> <p>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.</p> <p><u>Opportunities for Personal Development</u></p> <p>There are many opportunities to promote literacy that the children enjoy such as World Book Day and visiting mystery readers. Trips often provide the subject for writing such as a recount or stimulus for ideas. During Hook Days, activities relating to performance and drama have been organised such as the Freshwater Theatre Company visiting Reception for their Moon Zoom topic and Year 2 who re-enacted the Great Fire of London. These opportunities bring learning to life which can support writing. Children also have opportunities to develop confidence by speaking and performing in front of an audience. This could be in class when reading or performing poetry and during class assemblies. Career Clubs provide opportunities to promote English skills. Children develop spoken language and performance skills in Drama club whilst writing for the school newspaper in Junior Journalists, promotes writing for a purpose.</p> <p>English is linked across the curriculum as children use their reading and writing skills in every other subject.</p>

What have we done in 2023?	
Implementation	Impact
<p><u>Phonics</u> Little Wandle subscription renewed.</p> <p>Purchased extra Little Wandle resources.</p> <p>Developed and refined the role of a reading champion to deliver keep up and intervention across the school.</p> <p>Focus on summative assessment to inform groupings for phonics teaching from Year 1 and above.</p>	<p>More consistent, high quality phonics teaching throughout the school with higher phonics attainment for all children.</p> <p>Fidelity to the Little Wandle programme maintained with consistent flashcards across the school.</p> <p>Support prioritised for the slower readers across the school.</p> <p>Targeted provision within phonics lessons in Y1 and above to ensure targeted teaching and promote progress.</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>Continued developing guided reading planning.</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 provided with high quality, examples of a range of text types developing confident readers and creative writers. Rich and varied vocabulary provided and modelled. Reading for pleasure promoted. Attainment and progress in reading and writing increased.</p> <p>Clear planning sequence and lesson structure promotes consistent provision and supportive approach. Time highlighted within the sequence to reflect upon and address misconceptions before improving responses.</p> <p>Developmental books provide a structure to identify progress.</p>
<p><u>Writing</u> Purchased extra Little Wandle resources (including grow the code posters for Y5).</p> <p>Develop planning for discrete spelling lessons in Year 2 and KS2. Purchased The Spelling Book (Jane Considine) for Year 5.</p> <p>Purchase dictionaries and Thesaurus.</p> <p>Refined the writing sequence across three week blocks. Included discrete weekly SPAG lesson and SPAG starters in all English lessons.</p>	<p>Fidelity to the Little Wandle programme maintained with strategies evident for supporting children with spelling during English lessons.</p> <p>Planning structure clear to staff with lessons including investigations and opportunities to apply. Spelling overview for progression identified.</p> <p>To promote independence in spelling.</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>
What is the action plan for 2024?	
Implementation	Impact
<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>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. Phonics focus:</p>	<p>Consistent, high quality phonics teaching throughout the school with fidelity to the scheme. Gaps in knowledge identified and closed swiftly with same day</p>

<ul style="list-style-type: none"> <li>Monitoring of teaching and subsequent coaching</li> <li>Formative assessment identifying gaps</li> <li>Keep up prioritised</li> </ul> <p>Summative data analysis (Little Wandle and PSC tracking-including YR)</p>	<p>intervention. Children taught in groups that accurately match stage in development. Increase in attainment and progress in Phonics Screening Check, reading and writing for all children.</p>
<p>Purchase extra Little Wandle resources (including grow the code posters for Y6).</p>	<p>Consistent resources throughout the school with spelling supported and children using resources independently.</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 reading scheme books for book boxes:</p> <p>Little Wandle Phase 3 (32 books)</p> <p>Little Wandle Phase 5 (66 books)</p> <p>Pearl Band (49 books)</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. Books are developmental providing a structure to identify progress.</p>
<p>Continue to develop guided reading provision with:</p> <ul style="list-style-type: none"> <li>Consistent planning structure using engaging (language rich) extracts</li> <li>Clear progression of skills</li> <li>Skills modelled so teaching is explicit and scaffolded</li> <li>Formative assessment informing next steps within the teaching sequence</li> <li>Opportunities to improve responses to questions within the teaching sequence</li> <li>Opportunities to answer test-style questions</li> </ul>	<p>Consistent high-quality teaching of reading comprehension skills throughout Year 2 to 6. Increase in staff confidence to support comprehension development. Fluency increases including rate, phrasing and expression (prosody). Reading progress and attainment increases so it is good or better than good for all children including raised attainment in the NTS reading assessments.</p>
<p>Purchase rich and varied texts for the English curriculum, guided reading, story time and to develop year group libraries. Focus on texts to represent the diversity and the topics studied across the curriculum.</p>	<p>To provide children with high quality, examples of a range of text types to 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 reading and writing for all children.</p>
<p>All children to visit the local library with each class visiting during the year.</p>	<p>To promote reading for pleasure, knowledge of literature, authors and illustrators.</p>
<p>Continue to develop spelling provision with:</p> <ul style="list-style-type: none"> <li>Discrete lessons with consistent planning structure</li> <li>Clear progression</li> <li>Explicit teaching with modelling</li> <li>Opportunities to apply and embed focus spelling in English and across the curriculum</li> <li>Effective fast feedback</li> <li>Use of resources (grow the code, sound mats, try it page, spell check, working wall)</li> </ul> <p>Purchase The Spelling Book (Jane Considine) for Year 6.</p> <p>Purchase dictionaries and Thesaurus.</p>	<p>Consistent high-quality teaching of spelling with increased staff confidence to support development. Evidence of editing writing (in English and across the curriculum) to improve spelling in response to fast feedback, self and peer assessment. Children gaining confidence to tackle spelling investigations and gain an increased understanding of spelling rules, patterns and strategies. Learning environment is rich in resources to support spelling. Progress and attainment increase so it is good or better than good for all children including raised attainment in the spelling element of GAPS assessments.</p>