

English report to Governors July 2022

| Implementation                                           | Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| To establish consistency in teaching and learning in RWI | <ul style="list-style-type: none"> <li>CS established as Reading leader</li> <li>Regular monitoring every Wednesday is set up to monitor the consistency of teaching phonics and learning pathways for staff. This is impacting positively on staff performance and allowing the phonics leader to model where necessary and create individualised learning pathways if necessary.</li> <li>Tiffany Prime came in to do the first face to face training to staff. This was received well and there is another day planned. An action plan has been created to support rapid improvement over the last 4 weeks of term.</li> <li>CS and TP working together to create pathways to aid staff in skills and delivery, improving staff confidence and developing expert teachers in the delivery of phonics.</li> </ul> |
| Audit of KS1 and EYFS book                               | <ul style="list-style-type: none"> <li>Alison Miller from Narnia Books have now banded all books across school to ensure all books are age appropriate whilst keeping fidelity to the RWI programme.</li> <li>Books in KS1 need more attention as there is some discrepancy over whether children can take home a book banded books as a choice book to supplement reading while still on the RWI programme. KF and CS are still investigating this as there are mixed messages following external improvement visits. Further advice to be sought in preparation for the Summer term through L.E.A.D Wave 4 intervention.</li> </ul>                                                                                                                                                                               |
| Reading for pleasure KS2                                 | <ul style="list-style-type: none"> <li>Some pupils state that these books aren't enjoyable and that they prefer to read books from home. This is fine as long as books are age appropriate. Teachers to check this accordingly.</li> <li>Funding to be sourced for more "choice books" to separate the reading book banded books and to create mini libraries in classrooms - Dowd and Foyles to be looked into by CS and KF.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            |
| Reading areas in each classroom                          | <ul style="list-style-type: none"> <li>All classes now have a reading corner with topic related books</li> <li>Reading corners still need monitoring to ensure they are kept tidy and that a respect for books is maintained. Staff to allocate these roles to children.</li> <li>Funding for new books is being investigated. Wave 4 L.E.A.D. Intervention project will support with this in the Autumn term.</li> <li>Children like the topic related books to read and verbalise this to teachers and external visitors.</li> <li>English working walls are visible in each classroom and are used by the children to prompt and support learning</li> <li>All reading material via topic books has been matched</li> </ul>                                                                                      |

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|                                              | to the topic and age appropriate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Library vs reading corners in each classroom | <ul style="list-style-type: none"> <li>No physical space yet for a library - development of reading corners needs to take precedence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Lexia Core 5                                 | <ul style="list-style-type: none"> <li>Lexia has been used across school and has had an impact positively on the grammar being implemented by children. Work scrutiny and SPAG results, especially in KS2 evidence this. SPAG is now higher than NA at 84% ARE and 18% GDS.</li> <li>Some classes still need to develop the use of the intervention section - use of TA to do this.</li> <li>Idea is to move away from whole school users and to use it just as an intervention where needed. Discussed in June SLT briefing.</li> </ul>                                                                                                                 |
| Vocabulary                                   | <ul style="list-style-type: none"> <li>Word aware course attended by GP and KF lots of good ideas to be rolled out to staff - need a staff meeting in order to do this- planned for Autumn 1 in line with new SDP and priority 1. However a revised reading, writing tool to enhance our curriculum offer is being looked into which covers the Tier 1, Tier 2 and Tier 3 words this covers the same principles of word aware.</li> </ul>                                                                                                                                                                                                                |
| Writing moderations                          | <ul style="list-style-type: none"> <li>KS1 were visited by Pat Eccles - a useful experience where KS1 were able to share what they had learnt with Lacey Field. Reading and writing materials were provided to support in closing the attainment gap for Y2 with a focus on writing content and increasing comprehension awareness in preparation for the KS1 SATs.</li> <li>KS2 worked with PAt Eccles and implemented her suggestions KS2 officially moderated for writing. As above with KS1.</li> <li>Further in house moderating half termly will be planned into staff meeting time to ensure consistency across year groups and phase.</li> </ul> |
| Active English                               | <ul style="list-style-type: none"> <li>Y1 - Y6 have been using Active English.</li> <li>Children and staff have responded well to this</li> <li>Children are engaged and can use the images to aid their writing.</li> <li>Further monitoring to evidence the impact this is having on writing across the curriculum.</li> <li>SPAG scores evidence impact in both Key stages.</li> </ul>                                                                                                                                                                                                                                                                |
| Outside agencies / reports                   | <ul style="list-style-type: none"> <li>Partners with Lead Equade for phonics</li> <li>RWI</li> <li>Locality lead has visited solely to look at english twice this year (Tamsin Kaputa and Anna Coney along with Matt Spoors Director of Education for Lincolnshire)</li> <li>Tamisin report was useful and insightful and noticed the positives of RWI. She said reading for pleasure and a culture for reading needed to be established in KS2.</li> <li>Anna and Matt both agreed the English curriculum for KS2 needed to be re-visited in order to ensure</li> </ul>                                                                                 |

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|  | <p>consistency and progression in both reading and writing. KF agrees with this and is currently looking into an approach / scheme that all KS2 and KS1 (once off the RWI programme) can use to compliment our curriculum aims and intent whilst improving outcomes. Once this is established Teachers can then take more ownership for extra lessons to suit their class, Consistency is key.</p> |
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