

St. Michaels C of E Primary School

English Subject leader report to Governors July 2023

Introduction

The English curriculum across all year groups at St. Michael's is based upon the scheme of work called Pathways. Over the course of the year myself, senior leaders have looked at the Intent, Implementation and Impact of using this as a basis for teaching English writing as a whole school and spelling and reading from y2 – 6.

IMPLEMENTATION

Pathways

- Pathways was purchased in July 2022 ready for delivery to students in September 2023.
- All resources are provided by the company including lesson plans, worksheets where necessary and PowerPoints. This ensures there is a consistent approach to the way English is delivered in each classroom.
- Lessons are well sequenced ensuring there isn't just a focus on the activity but that knowledge and skill is taught.
- Staff are able to use the Pathways documentation as they are or they can add and adapt to the planning depending on the needs of their children.
- Pathways provides mixed age planning and all progression documents are clearly available to view.
- Staff were given training on this scheme
- Regular CPD in using Pathways is available on their website.

Active English

- This continues to be taught in English lesson a minimum of 3 sessions a week.

Interventions for spelling and reading

- EYFS – Y2 children have access to 1:1 or group intervention outside of their hour RWI session - this is being closely monitored by Caroline Speed along with LEAD equate English Hub and RWI assessors
- Y3/4 children have access to RWI phonics 4 days a week
- Y5/6 identified children have access to Fresh Start phonics
- Bottom 20% of each class have been identified and now have regular access to Lexia

Handwriting

- Handwriting is being delivered discreetly in some classes
- Handwriting scheme PenPals has been purchased ready for implementation next academic year September 2023
- English books were supporting with handwriting formation with different coloured lines for ascenders and descenders

- Reading for pleasure is being continued with set times in each class to read and enjoy books. Reading buddies were re-introduced on World book day which had a very positive impact on all children.

IMPACT

Pathways

- Feedback from staff is hugely positive. Staff enjoy the structure of the reading writing and spelling programmes. Staff feel equipped to teach effectively as clear expectations and end outcomes are established
- Staff have used the Pathways exemplifications in or to set standards of writing, and moderate against. This has supported staff evaluations of pupils on their class and across year groups.
- Children have enjoyed the texts. This year the books in both Reading and Writing have had links to the subjects they have been studying in the afternoons, as much as this is not necessary it has enabled children to further develop their own knowledge and an improvement in independent writing has been evident.
- Pathways to Read and Write has been successful with a group of children in Y2 who have finished the RWI programme of study. The adult leading this session (GR) has been inspiring and really captured the children's imagination. On observing lessons his lesson have been well planned and children on task. Moving forward and looking to next year I feel more children would benefit in receiving Pathways delivery to enhance their independence and put into practice their phonics knowledge.
- Pathways will continue next year on cycle B.
- Resources for cycle B have already been purchased. Texts are high quality and engaging.

Active English

- This continues to be taught in English lesson a minimum of 3 sessions a week.

Interventions

- Phonics in y3/4 has continued. There is still the bottom 20% of children still accessing this intervention.
- Phonics has been based upon RWI and children have access set 2 and 3 sounds. Moving forward to next year more discreet teaching would further impact the children's learn – if staff allow specific coloured group teaching would be beneficial.
- Fresh start Phonics has been successfully implemented. Children accessing this programme have made steps of progress and can use the materials provided in the phonics session in their English session in the classroom.

Handwriting

- Handwriting is continuing to develop across the school
- New PenPals programme will ensure consistency
- English books with handwriting lines haven't proven as successful as we'd have hoped and were costly. The aim for next year is to use normal lined exercise books when

writing and Handwriting books during specific teaching lessons, This will financially benefit school and also have a positive impact on children's writing (not to be confused by too many lines) Staff recognised the lines in Literacy books were hard to see – especially if a child has a specific need such as colour blindness and other sight issues.

- Reading for Pleasure continues to be a priority. Children have enjoyed the new book banded books. They have equally enjoyed the topic books that are on offer in the classrooms.
- Further investment in book banded books is needed to keep children enjoying the books on offer. Staff are looking into online version of this as well to appeal to all avenues of reading.

CONCLUSION

The teaching of English at St. Michael's this academic year has been transformational. Pathways has offered a clear, concise and consistent approach to the teaching and learning of Writing, Reading and Spelling. Staff feel well supported and have enjoyed delivering the high quality resources. Children are engaged in lessons and have looked forward to the new texts each term. Many have gone on to further develop what they have been learning about in lessons outside of this directed time.

RWI continues to provide children with high quality teachings and progression in reading.

English continues to develop and evolve. I am very excited about the continued development of English and the foundations have been laid to further enhance this subject area.

I would like to take this opportunity to thank both the staff and governors at St. Michael's who have trusted in my leadership and have given me the opportunity to develop by own understanding of this subject area. Through my role as English Lead over the last 5 years at St. Michaels I have had the privilege to work with some inspirational leaders and this combined with watching the children's passion for literature grow it has reignited my passion for English. I wish everyone at St. Michaels a bright future and look forward to working closely with you in the future.