

## English Report for Governors – 2022/2023

### Phonics

We continue to teach phonics through the 'Little Wandle' scheme. We have developed a system of tracking the children – this colour coded system gives a clear overview for teachers, highlighting which graphemes children recognise and those which need further practice. We also use a phonics dictionary -this gives the children the opportunity to further embed their knowledge of phonics. In order for the children to be able to apply their phonic knowledge to their reading, we have ensured that all early guided reading books are phonetic and fully decodable. To foster a love of reading from the earliest age, our children also have the opportunity to take home a story book or information book in addition to their phonics reading book. Parent reading sessions have taken place in Foundation Stage.



### Vocabulary Development

We continue to develop and embed challenging vocabulary throughout school. Each class has a word wall to display words according to their word class – nouns, adjectives, verbs and adverbs. The displays are colour coded to ensure consistency across the school. The vocabulary we teach is carefully planned in every subject across the curriculum and clearly highlighted on the planning. Shared reads in foundation subjects and Science help the children to access more challenging texts and vocabulary. Quizzes in lessons and the use of knowledge boxes help the children to embed the new language acquired.

## Reading

Reading runs right through our curriculum. We continue to buy new books so that our book corners, Reading Spine and school library reflect the diverse society we live in. We also maintain strong links with the School Library Service and receive books every term to enhance and support our curriculum.

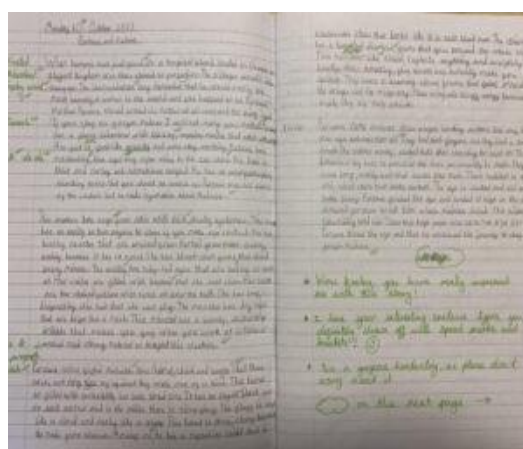
Guided reading takes place daily throughout school and each session is thoroughly planned to meet the needs of the group. The teachers record and assess the children throughout the session. There is a strong focus on vocabulary in guided reading sessions. These focus words are highlighted on planning and key phonics and spelling patterns are consolidated in these sessions. Colour coded word cards are used across the school to help embed phonics knowledge, decoding skills and vocabulary development. Guided reading sessions teach and develop decoding and comprehension skills while giving the children time to practise their prosody and fluency. Teachers model expressive reading for the children. Whole class VIPERS sessions are also taught in KS2. In these lessons, the teacher uses a single text with the whole class to explicitly teach reading skills – Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising.

Home reading is of huge importance at Mersey Park. Children are given good quality books to read at home matched to their reading level. They are given a home reading log and parents are encouraged to comment in these. Clear expectations for reading at home are established in each year group.



## Writing

The Talk for Writing process continues to be a consistent and effective tool for teaching writing across the school. Here, the children internalise a model text or story by reciting it and adding actions. They create story maps to embed and sequence the story. They can then borrow from the sentence structure, plot and language to write similar stories creatively and with improved confidence. All writing begins with a high-quality text. Children are given verbal and written feedback on their writing so they know how to improve it. Spelling and handwriting are taught daily in a specific spelling session.



## Interventions

Through thorough tracking and 'Pupil Progress' meetings, children who require additional support in English are quickly identified. They are then given additional phonics, reading or handwriting sessions. These children are also placed in a smaller teaching group where possible to ensure they have the best level of support.

## Learning Buddies

The children have once again been paired up with a 'Learning Buddy' for friendship and to work together at various points throughout the year. I taught the older children to use 'echo reading' to model prosody and expression to their younger buddy. They also studied a poem together for National Poetry Day.



### The Outdoor Classroom

The outdoor area has really enhanced our English curriculum. It's a perfect place to gather ideas for writing or just to enjoy a good book. Our Year 5 children used it as stimulus for their work linked to the beautiful novel 'Private Peaceful' and here they are meeting a 'Goblin Catcher' before writing their persuasive letter.



End of Year Data July 2023 Reading			
	% below expectation	% At or above expectation	% Above expectation
Year 1	14%	74%	12%
Year 2	22%	67%	12%
Year 3	35%	38%	27%
Year 4	18%	82%	21%
Year 5	10%	85%	13%
Year 6	22%	78%	27%

End of Year Data July 2023 Writing			
	% below expectation	% At expectation	% Above expectation
Year 1	16%	75%	9%
Year 2	15%	75%	10%
Year 3	30%	55%	15%
Year 4	15%	71%	15%
Year 5	20%	80%	0%
Year 6	21%	79%	17%

Early Years – 57% good level of development

Year 1 phonics test – 90%

Report written by Hannah Passmore

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