

English Report for Governors – 2023/2024

Reading

Reading is at the heart of our curriculum. This year we have purchased a multitude of new books to support and enhance all areas of the curriculum. Many of these new books also help children to explore emotions, diversity, British Values and different family circumstances and help children to understand the world around them. All books purchased are chosen because they are high quality literature. We have a progressive and varied reading spine in school that ensures that children read a wonderful range of books throughout their time with us. We also maintain strong links with the School Library Service and receive a wide selection of books each term to promote a love of reading and to help embed subject knowledge. We have also taken every opportunity to visit Birkenhead Library and year groups have visited this year to meet the author Tom Palmer, hear an engaging storyteller and see a performance about climate change. Daily guided reading takes place throughout school and each session is carefully planned to meet the needs of the group. Teachers use these small group sessions to directly teach the skills of reading and to accurately assess the children and set next steps for their development. There is always a strong focus on vocabulary in guided reading sessions. Colour coded word cards are used consistently across the school from F2 to Year 6 to help embed phonics knowledge, increase decoding skills and vocabulary acquisition. Guided reading sessions also give children the opportunity to practise their prosody and fluency with teachers modelling expressive reading for the children to copy whilst they build confidence. Children are also assessed termly through standardised reading tests and SAT's papers. We carefully analyse their papers and draw conclusions as to the reading domain skill or the type of question that children need to practise more. Some children also require additional reading tests such as the NGRT test to track their progress closely. 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 a wide range of reading skills. We also greatly emphasise the value of home reading and clear expectations for reading at home are established in each year group and shared with parents during our welcome meetings.



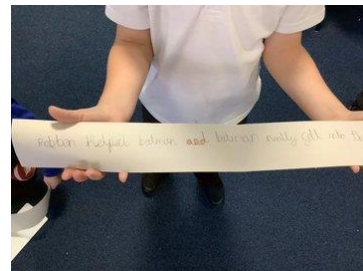
Phonics

We teach phonics through the 'Little Wandle' scheme. We have a robust 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. All early guided reading books are phonetic and fully decodable. To foster a love of reading from the earliest age, all children also have the opportunity to take home a story book or information book in addition to their phonics reading book. Children remain on fully decodable books until their phonics knowledge is secure. Children in KS2 use the Project X Code series and Big Cat Collins 7+ books to help secure their phonics through age appropriate engaging texts.

Writing

Our writing overview ensures that children write for a range of purposes and audiences. It is planned progressively in terms of grammar, punctuation, sentence types, content and structure. The 'Talk for Writing' process is also used effectively for teaching writing across the school. All writing begins with a high-quality text. Children are regularly given verbal and written feedback on their writing so they know how to improve it. Spelling and handwriting are incorporated into every writing task and are also taught daily in spelling

sessions. We have high expectations for presentation and children are taught to write using a cursive script.



Oracy

This year, we started our oracy journey with Voice 21. This is a national charity who are committed to raising the profile of oracy within schools and believe that oracy needs to be explicitly taught. Mrs Relph and I have attended training sessions and then trained teachers and TA's in school. So far, we have established discussion guidelines based on active listening skills and have also started to use talk tactics – to instigate, build and challenge during class discussions and P4C sessions. Next year we will begin to build oracy into other areas of the curriculum and build upon what we have introduced this year.



The Oracy Framework

-  Cognitive: The deliberate application of thought to what you're saying
-  Linguistic: Knowing which words and phrases to use, and using them
-  Physical: Making yourself heard, using your voice and body as an instrument
-  Social & Emotional: Engaging with the people around you; knowing you have the right to speak



Vocabulary

Vocabulary acquisition is a high priority throughout school. The vocabulary we teach is carefully planned in every subject across the curriculum and clearly highlighted on planning and displayed in the classroom. Shared reads in all foundation subjects and Science help the children to access more challenging texts and vocabulary. Quizzes within lessons and the use of knowledge boxes

and knowledge organisers also help the children to embed the new language acquired.



Interventions

Through thorough tracking and 'Pupil Progress' meetings, children who require additional support in English are quickly identified. They are then provided with 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. Any English interventions are carefully monitored and baseline and final assessments allow us to measure progress.

English across the school

The children enjoyed celebrating World Book Day and came to school in a decorated hat inspired by a book or book character. They also had the chance to share a favourite book with their Learning Buddies. Our outdoor area continues to enhance our English curriculum. It's the perfect place to gather ideas for writing a story or a poem or just to enjoy a peaceful story time. As we value reading so much, some children are rewarded with good quality books as attendance prizes. Our legendary productions and concerts allow for each child to perform to an audience. This gives them a wonderful opportunity to develop their spoken language skills and build their self-confidence.



End of Year Data July 2024 Reading			
	% below expectation	% At expectation	% Above expectation
Year 1	21%	69%	11%
Year 2	20%	70%	10%
Year 3	27%	55%	18%
Year 4	17%	63%	20%
Year 5	12%	51%	37%
Year 6	18%	58%	25%

End of Year Data July 2024 Writing			
	% below expectation	% At expectation	% Above expectation
Year 1	19%	73%	9%
Year 2	20%	71%	8%
Year 3	28%	58%	13%
Year 4	37%	54%	10%
Year 5	20%	55%	25%
Year 6	16%	70%	15%

This year, our Year 6 children achieved above National in both their reading and writing SAT's. However, the % achieving Greater Depth was just below National in writing and further below in reading. This will be a priority for our current Year 5 cohort next year.

Early Years – 66% good level of development

Year 1 phonics test – 83%

Year 2 phonics test retake – 93%

Report written by Hannah Passmore

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