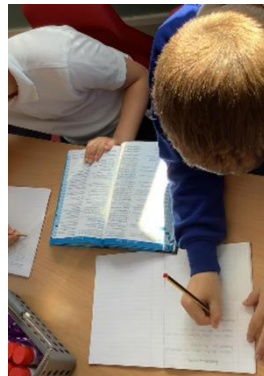


## **English Report for Governors – 2024/2025**

### **Reading**

Reading remains at the heart of our curriculum. Our children benefit from a wide range of high-quality reading books. 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. 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.



### **Phonics**

We continue to 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. The 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 used effectively for teaching writing across the whole school. Children are regularly given detailed 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.



## **Poetry**

We now have a poetry spine in place and have carefully planned for the children to study a key poet and a range of classic and modern poetry. We have purchased the 'Poetry Basket' for our younger children. Here, children see videos of simple poems being performed so they can copy and learn them too. Every year group also has three poems to learn and recite during the year in our termly poetry recitals. The teachers also perform poems for these events.



## **Oracy**

We have continued our oracy journey with Voice 21 this year. Mrs Relph and I have attended further training sessions and led staff meetings for teachers. So far, we have established discussion guidelines based on active listening skills and have embedded a range of talk tactics to be used during class discussions and P4C sessions. We have also begun to build oracy into other areas of the curriculum and have planned 'Oracy on a Page' for each year group. This ensures that there is progression in oracy and that children are given the opportunity for exploratory talk and presentational talk. It also allows them to talk for a range of purposes and audiences. We have also introduced 'Talk Detectives' to elevate and focus in on talk

within the classroom. We have devised assessments for Oracy to help measure progress in this area. Oracy came out as a real strength during our Ofsted visit.



## **Vocabulary**

Vocabulary acquisition is a high priority throughout school. The vocabulary we teach is carefully planned for 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.

## **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 carefully placed in a smaller teaching group where possible to ensure they have the best level of support.

## **English across the school**

The children enjoyed celebrating World Book Day and came to school dressed as a book character or by decorating a potato – inspired by a book character. 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.



## **Pupil Ofsted and English**

This year, our Pupil Ofsted team looked closely at Oracy and reading during their inspection in December. They observed lessons, interviewed adults, spoke to children and heard children read.



## **CPD**

This year, teachers have been trained in Voice 21 strategies. Two KS2 teachers have been on Talk for Writing training with Pie Corbett and many teachers and teaching assistants have received British Sign Language training. Year 6 teachers have also attended a writing moderation session with other schools.

## **My role as an SLE**

In my role as an SLE, I have worked alongside Mrs Thomas and Megan Dixon to devise an English audit to use when visiting other schools. I also worked alongside another SLE to adapt this audit for specialist provision schools. I visited a local school to carry out the audit and then wrote an action plan for them to help improve English at their school. I will visit the school again in the Autumn Term and continue to support them and will also support another school throughout the next academic year.

<b>End of Year Data July 2025 Reading</b>			
	% below expectation	% At expectation	% Above expectation
Year 1	22%	62%	16%
Year 2	23%	51%	27%
Year 3	14%	59%	26%
Year 4	19%	55%	26%
Year 5	12%	64%	25%
Year 6	12%	88% (at or GD)	36%

<b>End of Year Data July 2025 Writing</b>			
	% below expectation	% At expectation	% Above expectation
Year 1	24%	67%	9%
Year 2	23%	65%	14%
Year 3	21%	53%	26%
Year 4	31%	57%	12%
Year 5	21%	69%	10%
Year 6	17%	83% (at or GD)	15%

Our Year 6 children once again achieved above Wirral and National in both their reading and writing SAT's.

Early Years – 62% GLD

Year 1 phonics test – 81% (Wirral 80%)

Year 2 phonics test retake – 93%

Report written by Hannah Passmore

July 2025