

REPORT TO MARYLAND PRIMARY SCHOOL GOVERNORS

SUBJECT: **English**

TERM: **Autumn 2022**

SUBJECT LEADER: **Natasha St. Rose**

1. KEY POINTS FROM SCHOOL DEVELOPMENT PLAN (SDP)

1. To establish and embed a rich platform to develop 'A love of reading' throughout the school
2. To replenish and update both libraries in the school to ensure that a rich variety of books are available for the children to read.
3. To improve outcomes in writing
4. To ensure that all teachers are aware of the phonic programme in the school and that they understand the progression.

2. PROGRESS AND IMPACT TO DATE

1 & 2. Research shows how reading for pleasure supports not only academic attainment but also 'encourages imagination, empathy and mindfulness of others' (Kidd & Costano, 2013).

To promote a love of reading we have implemented the following:

- Both KS1 & KS2 libraries have been restocked further and redesigned with comfy beanbags.
- Children are using their extended library slots to discuss preferred book choices and authors.
- Reading spots around the school are popular with children who choose to spend free time reading.
- We have a few online author events to promote a love of reading.
- We have an Equality library and Sustainability library in addition to the above.
- We are rolling out 'Reading Record' books for every child so that we can ascertain if they are reading at home and which books/authors interest them.
- Miss St Rose & Miss James are receiving leadership training on RfP from the English Hub at Elmhurst. This will support staff training.
- The 3pm storytime gives children more exposure to a wider range of texts.
- We have signed up for another year with the Tutormate programme which supports reading in KS1.
- Newly purchased books are promoted in assemblies, particularly those with a positive equality message.
- Book fair on parents' information evening was successful, we made £256 to purchase new books for our libraries. We have another one planned for parents evening at the end of November.



3. Strategies to improve outcomes in writing:

- Literacy Tree is on track to commence in spring 1 for year 2 (last year it was in summer 2)
- Children are accelerating through the RWI programme - we have some year 2 on grey books (which is the last set of books on the programme). This places more emphasis on writing and grammar.
- An extra afternoon English lesson for years 1 & 2 has been introduced to focus on writing based around key texts.
- Writing moderation has been researched and planned for staff training this term - this will further support teachers in making consistent and sound judgements.
- We are reviewing the writing standards to ensure they are purposeful and child friendly.
- Non fiction weeks have been introduced in KS1 - children learn different purposes for writing.
- Reading record books also have information pages in the middle (different for each year groups) which detail grammar and spellings so also support writing skills (and inform parents of the NC expectations).
- Research shows how oracy supports improved writing skills - we had our first poetry recital this term. We also have a new debate after school club for KS2.

4. All teaching staff (KS1 & 2) and SLT have received training in phonics (RWI programme).

- New staff members were trained in small groups or individually - they now have a RWI group.
- Increased morning meetings with RWI tutors - updates, refresher training, advice and top tips.
- New online weekly reporting has been implemented; all staff can track progression.

- Year 3 are now using RWI resources/strategies to support children with writing.

3. LOOKING AHEAD

1. To continue to focus on key writing skills in KS1 to strengthen skills ready for KS2.
2. To monitor the progress of Literacy Tree in year 2 in spring term.
3. To provide reception parents with a phonics workshop in the spring term to be able to support their child at home.

Summer 2022 results:

Subject	Maryland	Nationally
Year 1 phonics screening check	91%	76%

End of KS1:

Subject	Expected at Maryland	Expected Nationally	Greater depth Maryland	Greater depth Nationally
KS1 Reading	64%	67%	25%	18%
KS1 Writing	59%	58%	11%	8%

- Reading: slightly under national average, but above for GDS
- Writing: slightly above national average and above for GDS

End of KS2:

Subject	Expected at Maryland	Expected Nationally	Greater depth Maryland	Greater depth Nationally
KS2 Reading	82 %	74%	28%	28%
KS2 Writing	68%	69%	14%	16%

- Reading: Rise by 6% from 2019. Well above national. GDS 6% increase from 2019, in line with national
- Writing: drop of 8% since 2019. In line with national. GDS 2% drop from 2019, 2% below national average