

REPORT TO MARYLAND PRIMARY SCHOOL GOVERNORS

SUBJECT: **English**

TERM: **Summer 2023**

SUBJECT LEADER: **Natasha St. Rose**

1. KEY POINTS FROM SCHOOL DEVELOPMENT PLAN (SDP)

1. To continue to embed 'Reading for Pleasure' throughout the school
2. To provide one to one reading sessions for children in KS1
3. To continue to focus on key writing skills in KS1 to strengthen skills ready for KS2.

2. PROGRESS AND IMPACT TO DATE

1 Ofsted (April 2023) feedback about reading at Maryland:

Reading takes priority here. Leaders want every pupil to learn to read fluently and without delay. Staff are well trained in the teaching of phonics. This means they teach reading well. Staff check the sounds that pupils know regularly and systematically. This means that pupils who may find reading difficult are given help to catch up. Pupils, including those in the early years, are given books to practise reading that are matched to the sounds that they know. This helps to improve pupils' confidence and fluency. Pupils read widely and often. They have regular opportunities to visit the school libraries and 'reading spots'. This develops a love for reading. Pupils appreciate the diverse range of books on offer to them.

To continue to embed the love of reading, the following has been effective:

- Increased book fairs this academic year resulted in us making over £450 which was used to buy new, more diverse and up to date books for the nursery library.
- World Book Day celebrations were very successful with children meeting the author/illustrator Dapo Adeola; KS1 joined in with a character drawing activity & storytelling and KS2 had a Q & A assembly. Dapo also signed many books for the children.



- The home learning projects were a great way to engage families in supporting their children's love of reading. The creative projects, of characters and story settings, were very impressive and the exhibition proved a big success.
- All staff received Reading for Pleasure training from Miss St Rose and Miss James, after they completed leadership training from the Elmhurst English hub.
- Literacy Tree started in January for year 2 resulting in children being exposed to a wider range of texts earlier.
- All teachers across key stages listen to small groups of their lowest 20% read weekly.

- Year 2 HA reading groups taken by SLT weekly to challenge the more able.
- Research conducted about 'Dolch words' (sight reading) has proved to have had a big impact on 3 children who were not progressing with phonics. Staff and parents have noticed a vast improvement in their reading ability since we implemented these bespoke English lessons for them.

2. To provide one to one reading sessions for children in KS1

- Years 1 & 2 continued to receive 1:1 reading through Chapter One (previously Tutormate) - There has been a total of 220 hours of reading support so far this year, with some children moving up 6 Chapter One reading levels.

- The lowest readers continue to get daily 1:1 RWI interventions. These have recently increased to twice daily for some children in light of the impending Phonics Screening Check.

3. Strategies to improve outcomes in writing:

- Writing standards for years R, 1 & 2 have been redesigned. They now have pictorial reminders for the children.
- Literacy Tree started in January 2023 for year 2, with 77% of the cohort accessing this. Writing has improved as a result of this. The remaining children continued on the RWI programme for further support.
- Children have accelerated through the RWI programme - there are 13 children in reception on purple books which is above expected. As children progress through the colour banded books, the emphasis on writing and grammar is increased.
- The additional weekly English lesson for year 1 has placed a focus on key skills (non negotiables, such as capital letters, full stops etc.), based around key texts.
- Writing moderation meetings have increased to 3 times a year to support teachers with making accurate judgements and raising expectations.
- The newly introduced feedback policy ensures children receive teacher comments 'in the moment' to instantly address misconceptions and improve errors in their writing.
- SLT writing buddy system has been introduced with year 5 children. Members of SLT check the children's writing in all books and work with the children to improve their grammar and handwriting.
- 'Weekly Write' in reception has been introduced and has had a positive impact on the children's handwriting, spelling and writing stamina.

Maryland School Year One Writing Standards	
1. Use capital letters for the names of people, days of the week.	Sam, Meena Monday, Tuesday
2. Spell most common exception words (red words).	I the you your said was
3. Use full stops, capital letters, question marks, exclamation marks and finger spaces.	. C ? !
4. Add suffixes correctly to the end of words.	jumped, tallest, skipping
5. Use the prefix -un	happy unhappy
6. To join words and clauses using and	We went to the park and I played on the slide.

3. LOOKING AHEAD

1. To continue to focus on key writing skills in KS1 to strengthen skills ready for KS2.
2. To review and monitor the progress of Literacy Tree.
3. To report phonic screening results for the year 1 children and continue to provide support for those children who do not meet the threshold.