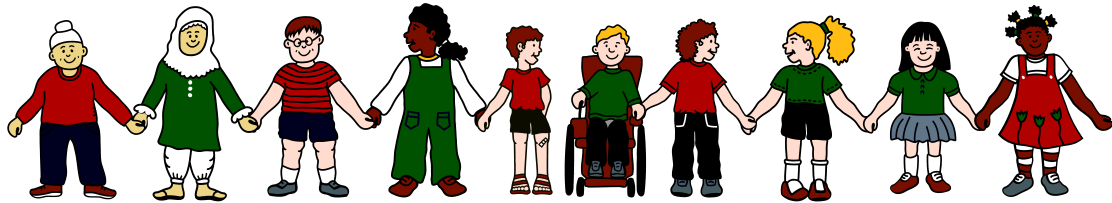


# THE GILES NURSERY AND INFANTS' SCHOOL



English Report for Governors

2021 / 2022

## **English Report for Governors**

**2021 / 2022**

**English Curriculum Leader: Miss Lisa Hill**

**Governor: Mrs. Stephanie Stevens**

This report addresses the key areas for development in English, as detailed in the English action plan 2021/22, linked to the priorities of the School Improvement Plan. It focuses on the actions carried out in each area and the impact of these actions for the academic year 2021/22.

### **Reading**

A thorough review of the reading curriculum journey is underway. It has been divided into five sections; two of these are complete – our reading spine and individual reading books. Teachers from all year groups worked together to create a reading spine of high quality literature, which pupils will be exposed to during their time at our school. It includes a range of poems, fiction and non-fiction books. The previously purchased Pie Corbett reading spine was used as a basis, with teachers selecting age appropriate texts that they wished to add. All classes and Nursery groups now have one/two copies of every book on the reading spine. The English curriculum leader lead training for all staff on the reading spine, and how to make the most of story time and book corners in the classroom.

Individual reading book stock has been audited across the school. A range of phonetically decodable books have been purchased where there were gaps in particular book band colours. A list of book series that are phonetically decodable has been produced, in order that all staff can easily check if a book is in line with a pupil's current phonic knowledge. Phonetically decodable books will be labelled so pupils can take home two books – one phonetically decodable and one for pleasure / comprehension. The second book will provide variety and breadth of reading. It could be the same book band, or higher, it could be a library book or a book recommended by the teacher.

As part of the review of the reading curriculum journey, teachers revisited the key vocabulary to ensure it reflected the curriculum.

Reading incentives have been re-established and there has been a marked increase in the amount of reading taking place at home. Pupils have the opportunity to earn 'super reader certificates' and take home the class reading bear for the weekend. Local reading events are detailed in the school newsletter. In school, pupils have enjoyed Poetry Day, the advent reading tree, webinars during the Yorkshire Festival of Reading and World Book Day celebrations. Year 2 pupils are making use of a new library area each week.

Year group leaders met to identify missed curriculum coverage and key vocabulary prior to the start of the academic year. As a result, adjustments have been made in the curriculum content and delivery for each year group to ensure that gaps are addressed.

Three covid recovery champions have been employed (x 3 days per week) in Reception, Year 1 and Year 2. All champions have undertaken diagnostic baseline assessments in reading, writing, phonics and mathematics to identify gaps in learning for individual pupils. Phonological awareness (pre-phonics) assessments were additionally undertaken with all Key Stage 1 pupils working at a pre-key stage level in reading. Intervention support is being delivered to support pupils in narrowing their gaps. Interventions and strategies include:

- Re-teaching of subject areas missed because of closure;
- Pre-teaching;
- Double-teaching or increased teaching (for example, Project X Code reading intervention in Year 2);
- Work with individuals or groups.

Guided reading books have been audited in Reception and KS1, to ensure there is sufficient stock of books from different genres, authors and book band colours.

During a Senior Leadership Team away day, the implications of 'The Reading Framework: Teaching the Foundations of Literacy' (DfE, January 2022) were discussed. Subsequent training for staff has been delivered on story times, book corners, poetry and rhymes and reading spines, by the English curriculum leader.

In the autumn term, each year group hosted an online presentation to parents focusing on reading. Presentations included information on how we teach reading in school and how parents can support pupils at home. Parents are kept informed of reading events in school via the weekly school newsletter. Our website provides a wealth of information for parents about reading, including story videos, advice, comprehension questions and event photographs.

## **Writing**

A thorough review of the writing curriculum journey was conducted in the autumn term. The English curriculum leader supported teachers in all year groups to review their current planning and decide the key focus for learning and assessment, to ensure they feel confident in the overall sequence of writing and that the learning focus of each unit of work is explicit, to enable pupils and teachers to identify next steps. Teachers used the National Curriculum and new Early Years Foundation Stage Framework 2021 to ensure that planning for writing covers all learning objectives. The English curriculum leader supported teachers to sequence the journey within year groups, and across the school, to allow pupils to make progress while providing opportunities to revisit and revise previous knowledge and skills.

The termly 'Big Write' has been reviewed so that the final writing activity now reflects pupils' most recent learning in writing. This enables teachers to assess what pupils know and what needs to be revisited. As part of the review of the writing

curriculum journey, teachers revisited the key vocabulary to ensure it reflected the curriculum.

Following on from the autumn HIP visit, the writing curriculum journey was updated to lists the focus texts across all year groups. Topic webs have also been updated to include key texts and writing opportunities.

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Three covid recovery champions have been employed (x 3 days per week) in Reception, Year 1 and Year 2. All champions have undertaken diagnostic baseline assessments in reading, writing, phonics and mathematics to identify gaps in learning for individual pupils. Phonological awareness (pre-phonics) assessments were additionally undertaken with all Key Stage 1 pupils working at a pre-key stage level in reading. Intervention support is being delivered to support pupils in narrowing their gaps. Interventions and strategies include:

- Re-teaching of subject areas missed because of closure;
- Pre-teaching;
- Double-teaching or increased teaching (for example, Boggle Box writing intervention in Year 2);
- Work with individuals or groups.

'Yellow box' marking has been rolled out across KS1 in order to reduce written marking whilst maintaining maximum impact. It is simpler, smarter and easier for pupils to respond. Pupils are able to identify their corrections / next steps easily and make improvements, resulting in accelerated progress and attainment.

Pupils in the EYFS have continuous access to activities that support the development of fine motor skills; for example, using small tools, scissors, paintbrushes and cutlery as part of their child-initiated learning. In KS1, planning incorporates activities that support the development of fine motor skills; for example, mindfulness colouring, cutting skills and threading. Fine motor skills and handwriting interventions are in place across the school and strategies to support handwriting target setting from the 'Diminishing the Difference Project' have been revisited with teaching staff through a training session led by the deputy head.

Penpals Handwriting is in use across the school and Nursery, following the scope and sequence outlined in the writing curriculum journey. Nursery staff have incorporated Foundation 1 within cross-curricular planning; for example, art and design or PE, and Reception are teaching Foundation 2 in discrete lessons, incorporating Term 1 within cross-curricular planning; for example, art and design. Scrutiny of work in Reception demonstrates that a large proportion of pupils are forming their letters with accuracy. KS1 staff undertook baseline assessments in handwriting at the start of the academic year and started their sequence of handwriting lessons in response to pupils' needs. Year 2 pupils are now beginning to learn to join some of their writing and some pupils are doing this successfully in their independent work.

Developing gross motor skills is an important precursor to developing the fine motor skills required for handwriting. In Nursery, the playground layout and large play equipment has been completely remodelled. The outdoor area is used daily by all the children to support the development of their gross motor skills. New equipment, such as bikes and scooters has been purchased for Reception and KS1. The Get Set 4 PE scheme is in use across the school, with some additional PE sessions being taught by the sports apprentices.

All staff attended Talk for Writing (fiction) training. Planning books were purchased for each year group and writing plans are being amended for each unit of writing to use Talk for Writing pedagogy as appropriate; for example, story mapping, reciting a story with actions, short burst writing activities. All staff attended Mighty Writer

training. Teachers and support staff are using strategies from both programmes to enhance learning opportunities for pupils, who are generally more confident as oral story tellers. The English curriculum lead delivered training for staff on language comprehension (developing talk, listening, talking with a partner and giving feedback, practices that can reduce interaction with children) , using 'The Reading Framework: Teaching the Foundations of Literacy' (DfE, January 2022).

Opportunities for the development of oracy have been planned within the curriculum sequence for writing and there are more opportunities for pupils to practise their oracy skills; for example, oral rehearsal and re-telling before completing a written piece. Staff ensure that they model speech, use key vocabulary in context, demonstrate questioning and use phrases such as, "Tell me more about that" to elicit extended responses from pupils during lessons.

All year groups reviewed the apps available on school iPads and selected new apps to update our collection. These include apps that promote story telling and oracy, for example Puppet Pals, which enables pupils to record speech for different characters and move them on screen. Pupils are supported to use recording equipment, such as sounds buttons, to record their stories. Helicopter stories are created in all year groups. In spite of covid restrictions, teachers have come up with innovative solutions to provide pupils with the opportunity to develop their public speaking skills.

Christmas concerts were recorded for parents and uploaded on to the school website. Classes have re-enacted stories or read plays as part of their guided reading work. Pupils have learnt to recite stories and poems by heart. Pupils are given opportunities to talk and ask questions about special items from home during weekly speaking and listening time. Hook activities have been used to ignite interest and generate discussion amongst pupils to get them talking before writing; for example, during Big Write, escaped fairy tale characters could be found hiding around the school and in the playground, and a nest of large mystery eggs appeared in the woodland area.

Parents have access to our writing curriculum journey on our school website, so they are able to see the learning sequence for each unit of work and thus pupils' on-going

targets and next steps. Each term, curriculum overviews are sent home to highlight the key learning objectives for writing to parents. Specific individual targets are shared with parents through writing progress books, which contain pupil writing and teacher assessment sheets from termly Big Writes. Support packs given at initial parent consultations have been redesigned to provide more support materials for parents / carers. The website has been updated with the most up-to-date curriculum journeys and weekly pre-teach packs are sent home for targeted pupils.

## **Phonics**

Year group leaders met to identify missed curriculum coverage and key vocabulary prior to the start of the academic year. As a result, adjustments have been made in the curriculum content and delivery for each year group to ensure that gaps are addressed.

Prior to the delayed phonics screening check, and in response to baseline phonics assessments, Year 2 classes were divided into four differentiated phonics groups for the autumn term. Pupils who were on track to exceed the threshold mark focused on Phase 6 learning objectives, including the adding of suffixes and prefixes, to extend their learning. Pupils who were within reach of the threshold mark focused on revision of Phase 5. Pupils who were working well below the threshold mark were divided into two small groups – one focusing on Phase 2 and one focusing on Phase 3. As a result, 85% of Year 2 pupils passed the delayed phonics screening check at the end of the autumn term (82% national 2019). At the beginning of the year only 47% were on track to pass. 75% of PPG pupils reached the expected standard. At the beginning of the year only 25% of PPG were on track to pass.

Three covid recovery champions have been employed (x 3 days per week) in Reception, Year 1 and Year 2. All champions have undertaken diagnostic baseline assessments in reading, writing, phonics and mathematics to identify gaps in learning for individual pupils. Phonological awareness (pre-phonics) assessments were additionally undertaken with all Key Stage 1 pupils working at a pre-key stage level



in reading. Intervention support is being delivered to support pupils in narrowing their gaps. Interventions and strategies include:

- Re-teaching of subject areas missed because of closure;
- Double-teaching or increased teaching (for example, extended phonics sessions in Year 2);
- Work with individuals or groups to re-teach gaps identified in the autumn term phonics screening check.

A large proportion of staff have accessed the Phase 1 phonics training from Early Impact Learning. The Phase 1 resource tool bag is used to support interventions and whole class activities in KS1. In February, phonics training was delivered to Year 1 teachers by Kirsten Snook, teaching and learning adviser (English) from Herts for Learning. The training focused on borderline pupils who would require intervention to reach the threshold mark in the Year 1 phonics screening check and how to effectively use guided reading sessions to secure accelerated progress. Pupils have so far been grouped and targeted for support and double-dosed reading. The adviser noted in feedback that “The subject leader has deep expertise and is in a strong position to take forward the actions discussed.”

All year groups included a section about the teaching of phonics in their autumn term presentation to parents. In addition, Year 2 teachers delivered an online presentation to parents about the delayed phonics screening check in the autumn term. Year 1 teachers delivered an online presentation to parents about the phonics screening check in the spring term. All presentations are available on the school website.

SLT had extensive discussions regarding phonics and the DfE’s expectations of a Systematic Synthetic Phonics (SSP) programme. The English curriculum leader updated teaching staff on the new expectations so they understand the rationale behind the DfE’s expectations. Staff helped to identify changes that need to be made in our phonics provision. The English curriculum lead looked into SSP programmes that have been ratified by the DfE and discussed effective ways forward with Kirsten

Snook. Four programmes were considered; Monster Phonics, Little Wandle, Bug Club Phonics and Twinkl Phonics.

After observing outstanding teaching of phonics across all year groups, conducting a phonics programme audit and considering our pupils' needs, the decision was made for the school to continue with its own phonics programme. The English curriculum leader is currently updating the phonics curriculum journey and putting together daily lesson plans using English Appendix 1: Spelling from the National Curriculum alongside Letters and Sounds and current guidance from the DfE. In the summer term, a full audit of resources will take place and stock replaced as required, intervention and assessment approaches will be agreed, interactive whiteboard templates will be produced, a new phonics policy will be put together and training will be organised.

## English Monitoring Schedule 2021-2022

<b>Observations</b>	<b>Planned date</b>	<b>Date achieved</b>
Writing (during autumn visit)	Autumn 1 – all year groups (LH/RM/CH)	16 <sup>th</sup> November 2021
Language (following training)	Spring 2 – nursery (LH)	Scheduled for summer 1
Guided reading (following training)	Summer 2 – all year groups (LH)	
Phonics	Spring 1 – all year groups (LH)	TD, KE, DC, AB observed spring 2
<b>Pupil voice / book study</b>	<b>Planned date</b>	<b>Date achieved</b>
Writing (small groups)	Spring 2 – reception and KS1 (LH)	Scheduled for summer 1
Reading (individual readers)	Summer 1 – all year groups (LH/JG/RM)	Scheduled for summer 2
<b>Monitoring / moderation</b>	<b>Planned date</b>	<b>Date achieved</b>
Reading (reading folders, intervention records and home reading records)	Termly in year groups to moderate assessments (class teachers / SLT)	
Writing (English books and Writing Progress Books)	Termly across year groups to moderate assessments (class teachers / SLT)	2 <sup>nd</sup> November 2021
<b>Governor meetings</b>	<b>Planned date</b>	<b>Daye achieved</b>
Termly meetings with English Link Governor	Autumn 2 Spring 2 Summer 2	4 <sup>th</sup> November 2021 22 <sup>nd</sup> March 2022