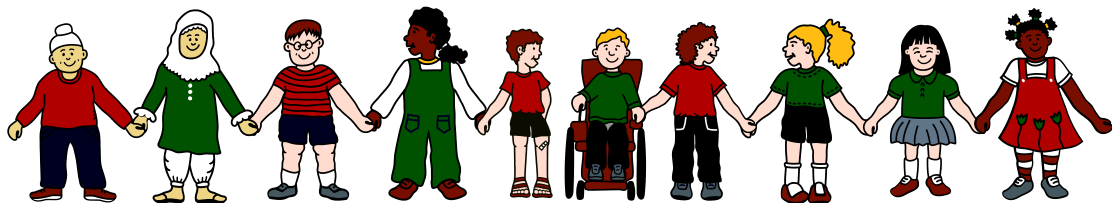


# THE GILES NURSERY AND INFANTS' SCHOOL



English Report for Governors

2022 / 2023

# **English Report for Governors**

**2022 / 2023**

**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 2022/23, 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 2022/23.

## **Speech, Language and Communication**

The Reception cohort continues to have a high percentage of children with SEN needs. Early identification of children's communication and language by all staff allows Wellcomm assessments to take place, which leads to grouping the children for interventions to promote their development of language. Reception continues to promote a language-rich learning environment. All staff have information of key words across all subjects which covers vocabulary taught in Nursery as well as the Reception key words. Pre-teaching plays an important part in identifying what the children already know and any gaps. The Reception Pupil Premium champion incorporates pre-teaching into the activities carried out with the disadvantaged children.

The weekly Poem of the Week has been well received by the children. Each Friday, at the end of Stay and Read, the children read the poem to the adults and most of the adults read along with the children. Poems are chosen linked to a particular subject focus.

An audit of small world, role-play resources and story sacks is on-going, with new resources to be purchased for September.

This year the children's writing linked to Big Write has shown an improvement with staff feeling dividing the Letters and Sounds PowerPoints into phonics and shared reading has had a very positive impact on the development of the children's reading and writing skills.

Reception teachers and the Nursery lead attended a three-part training sequence focused on writing in Reception. The training suggested methods to support children to achieve the Good Level of Development (GLD) by the end of Reception and how greater depth can be achieved, while promoting a love of writing in the EYFS. Additionally, Reception teachers and the Nursery lead attended training on formative assessment, which examined best practice for assessment in the Early Years.

## **Phonics**

The English curriculum leader has sequenced and planned a bespoke phonics programme for the whole school, starting with phase 1 in Nursery and continuing until phonics for grammar and spelling in Year 2. The programme provides an overview of the knowledge and skills to be taught in each phase. This includes the essential skills of listening and phonological awareness that need to be embedded in phase 1. As the programme progresses, it details the letters and sounds to be taught within each phase, along with the high frequency and common exception words that pupils should be able to read and spell, based on the knowledge they have already secured. The programme provides daily lesson plans for each phase, following the best practice model – revisit and review, teach, practise, apply and assess. It provides pupils with regular opportunities to revisit previous learning, including the essential phonological awareness skills taught at phase 1. Whilst the programme is structured so that each phase is given a specific timeframe to be taught, there is flexibility for phases or parts of phases to be repeated in response to teacher assessment of pupils' progress.

Daily plans for phases 1, 2, 3 and 4 are complete. In phase 5, daily plans are complete for teaching new grapheme phoneme correspondences (GPCs) and alternative spellings. Daily plans for alternative pronunciations are being put together each week by the Year 1 teachers, following the teaching sequence provided by the English curriculum leader. Daily plans for phonics for grammar and spelling, which combines phase 6 and appendix 1 and 2 from the national curriculum for English, are being put together each week by the English curriculum leader, following an overview teaching sequence.

At the start of the year, the English curriculum leader set up smart board templates for each phase, to ensure phonics lessons are presented consistently across the school. Teachers have adapted the template for their daily lessons and saved the files, along with activities and worksheets, to build a large bank of fully prepared lessons that can be used again and again. Phonics resources have been replenished across the school, so all year groups have access to displays, mnemonic cards, games and word cards for each phase that they will teach or may need to revise. School-led tutoring tutors have their own set of resources, to ensure consistency when pupils attend interventions or keep up sessions. The champions access the weekly planning to ensure interventions and keep up sessions revisit lessons precisely. A key element of the phonics programme is to reduce cognitive overload for pupils, to enable them to learn key phonic skills. Securing consistency in planning, presentation of lessons, displays, resources, activities and worksheets enables pupils to focus on the phonics first and foremost.

The English curriculum leader created a new phonics policy to explain the rationale behind our phonics programme, give an overview of teaching and learning within the phases and provide guidance to teachers and support staff on the delivery of phonics sessions, whether whole class or with small groups of pupils. The policy was shared with teachers during a staff meeting at the start of the year, alongside the phonics section of *The reading framework: teaching the foundations of literacy*, DfE, July 2021.

The English curriculum leader conducted a learning walk in Reception at the start of the spring term, focusing on the implementation of the new phonics policy and bespoke programme. The learning walk looked at attitudes towards phonics, the learning sequence, the balance of reading and writing, displays / working walls, resources and scaffolds and phonics vocabulary / enunciation. The English curriculum leader found all areas to be very good or outstanding, with the following key strengths:

- 5-part learning sequence followed so pupils have the opportunity to revisit previous learning, learn a new sound / word, practice and apply their new learning.
- High expectations of pupils and positive attitudes towards phonics.
- Excellent enunciation of sounds and modelling of agreed vocabulary.

Learning walks were planned to take place in Nursery, Year 1 and 2 during the spring term, but these had to be postponed due to staff absence and a two-day Ofsted inspection. During the inspection, the English curriculum leader accompanied the lead inspector when observing phonics in all classes in Reception, Year 1 and Year 2. This was followed by a deep dive into early reading and phonics. Feedback from the inspector was highly complimentary. She noted the consistency of phonics across the school and the targeted support that is given to pupils who are at risk of falling behind. She was impressed with the daily keep up sessions that are in place, as well as the intervention sessions for targeted pupils, and how these are used to improve outcomes for the lowest 20% of pupils.

In September, phonological awareness assessments were undertaken with pupils in Year 1 that did not achieve a good level of development (GLD) at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check. These were conducted by the school-led tutoring tutors, who identified gaps and shared these with class teachers. Bespoke interventions were planned, including phase 1 activities to develop phonological awareness, to support these pupils to make accelerated progress. All of the identified pupils have made good progress and are working one or two phases above their starting points.

End of year predicted results for Year 1 in the phonics screening check see an improvement from last year:

- All pupils achieving threshold mark – 87% (75% last year)
- PPG pupils achieving threshold mark – 60% (50% last year)

End of year predicted results for Year 2 in the phonics screening check see a slight drop from last year, but an improvement for PPG pupils:

- All pupils achieving threshold mark – 82% (90% last year)
- PPG pupils achieving threshold mark – 68% (60% last year)

Phonics workshops for parents and carers have taken place in Reception and Year 1. The school website has been updated to remove mention of Letters and Sounds, which has been replaced with phonics, to ensure clarity and transparency. The new phonics policy and curriculum journey have been uploaded on to the website. The English curriculum lead is planning to liaise with the school business manager regarding changes to the website and how the current phonics resources can be collated in one place, to make it easier for parents and carers to access.

## **Reading**

In October, teachers from Reception, Year 1 and Year 2 attended the Herts for Learning Reading Fluency Expo 2022 – The Power of Reading Fluency Instruction. The webinar took place over a day and teachers attended sessions on talk for reading, rhyme and rhythm, putting theory into practice, the role of reading fluency in children's vocabulary development and effective fluency instruction for struggling readers. The day was very insightful, particularly the sessions on rhyme and rhythm and effective fluency instruction. The session on rhyme and rhythm focused on the importance of sharing nursery rhymes, songs, rhyming stories and short poems to build the foundations for reading, as these help children to develop their phonological awareness, particularly rhyming and alliteration, sentence segmentation (the recognition of words in a sentence) and syllables in words. The session on effective fluency instruction for struggling readers, led by Dr Tim Rasinski, Professor of Literacy Education at Kent State University, explained what reading fluency looks like in the classroom and modelled how to teach it to have maximum effect on pupils' outcomes in reading.

Both of these sessions were shared with teachers at a staff meeting, who were inspired to try reading for fluency in the classroom. In their year groups, teachers chose their 'Text / Poem of the Week', a selection of short rhymes, poems and texts for the children to learn by heart. Each week, pupils focus on a text or poem and practise reading it every day to develop fluency and prosody (rhythm, expression and intonation) and reading rate. The response from pupils has been extremely positive and they are very keen to perform what they have learnt at the end of the week, individually or as part of a group. Each week, a class is given the opportunity to perform a piece of text to

the rest of the school during assembly. As well as improving pupils' fluency and prosody, reading for fluency is giving pupils the opportunity to build their speaking and listening skills, and their confidence to perform in front of an audience. Pupils in Year 2 are accessing longer texts in their independent reading, as they have built up their fluency and stamina. In guided reading sessions, pupils read with expression, which allows them to make sense of the text and character's feelings and emotions.

Following on from the Reading Fluency Expo, the English curriculum leader purchased key texts by Dr Tim Rasinski. A range of activities to develop reading fluency in classroom will be shared in staff meetings, so teachers can plan different ways to ensure pupils remain engaged. Additionally, word ladders for fluency have been introduced in Year 1 and 2. Pupils start with a word and change one letter each time to create a new word, following a teacher given definition. The word ladders promote reading, comprehension, vocabulary and spelling.

Staff meeting time was allocated for year group staff to review their current reading spine and agree new texts to add. Staff focused on selecting high-quality texts that promote diversity and inclusion. Books were purchased and added to the reading spines. Children have responded very well to the new texts; for example, in Year 2 the book *Hair Love* was read to the class. A black pupil recognised her own hair was like that mentioned in the story and her classmates exclaimed how much they loved her hair and wanted theirs to be the same! Additionally, staff have audited our stock of phonetically decodable reading books to ensure they contain characters which reflect the ethnic heritage of children in our school. In the spring term, an equality advisor from Herts for Learning conducted a commissioned school visit to examine the equality and diversity practice in the school. The advisor noted in her report, "Every classroom ... visited displayed books representing wider diverse communities that were clearly in use as well as embedded into the lesson plans and curriculum aims." Following on from the visit, the English curriculum leader has researched and purchased age-appropriate texts that represent the LGBTQ+ community and is trialling pupil's response to the books in Year 2.

The English curriculum leader has introduced a reading spine planning and assessment pro forma, which teachers and support staff are using in KS1 to record the texts that have been taught and children's responses to them. Pupils have significant exposure to one text each week, through a structured, modelled, whole class approach; for example, Day 1: teacher to model reading with pace and expression to the class; Day 2: explore the vocabulary; Day 3: respond to the text by answering a range of questions about the text; Day 4: give personal response. As a result, pupils are very engaged with reading and enjoy having books that they may not be able to access independently read aloud to them. They have more opportunities to hear and discuss a wide range of text types and text themes, helping to expand their vocabulary and understanding of grammatical structure.

At the start of the year, the KS1 school-led tutoring tutors began work with pupils identified by teachers as at risk of falling behind in phonics and reading. This included pupils in Year 1 that did not achieve a GLD at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check, with especial focus on the lowest 20% of pupils. They undertook phonological awareness assessments with individual pupils, assessed their current phonic phase knowledge and reading of the Year 1 and 2 common exception words. The assessments were used, alongside teacher knowledge, to set smart targets for individual pupils. Short, intensive intervention sessions were timetabled for small groups of children, focusing on phonics for reading and reading comprehension.

The school-led tutoring tutors ran intervention sessions throughout the year and kept full records of actions, achievements and progress. They provided a range of support, including:

- Interventions to close gaps in learning;
- Pre-teach sessions to boost confidence and knowledge prior to whole class teaching;
- Keep up sessions to revisit whole class learning;
- Individual support with phonics;



- Individual support with reading;
- Statutory assessment preparation.

Class teachers regularly reviewed individual targets with the tutors and intervention sessions were adapted according to the needs of the pupils. In Year 1, this included supporting children to use their decoding skills to read pseudo words in the lead up to the phonics screening check. In Year 2, this included preparation for the end of KS1 assessment papers. As of May 2023, the school-led tutoring tutors had delivered 475 hours of targeted support to pupils identified as at risk of falling behind, including 33 disadvantaged pupils.

Governors and volunteers continue to come into school each week to read with pupils in different year groups. This is gratefully received by staff and children, who relish the opportunity to sit quietly and discuss their reading book with a familiar adult.

End of year EYFSP predicted results remain the same as last year, with a small improvement for PPG pupils:

- Pupils achieving GLD – 47% (47% last year)
- PPG pupils achieving GLD – 29% (14% last year)

End of year Key Stage One predicted results see an improvement from last year:

- Pupils achieving the expected level and above – 66% (63% last year)
- PPG pupils achieving the expected level and above – 42% (35% last year)

The English curriculum leader is planning to liaise with the school business manager regarding changes to the website and how the current reading resources can be collated in one place, to make it easier for parents and carers to access.

## **Writing**

At the start of the year, the English curriculum leader met with year group leaders to review the writing curriculum journey, following on from a year of implementation.

Year group leaders had annotated their plans as units of work had been taught, noting any changes to learning objectives, key texts and assessment. In particular, regular opportunities for revision, activation of prior learning and retrieval practice were noted. The English curriculum leader collated this information and checked learning objectives to ensure full coverage was maintained. The writing curriculum journey was updated to reflect the changes.

The governor curriculum committee have conducted learning walks in every year group, focused on phonics and reading. The governor with responsibility for English has met each term with the English curriculum leader to receive an update and ensure she is well-informed on progress and improvements in the subject. These meetings have included discussions about the termly Big Write theme and she has had the opportunity to see some of the activities related to this first-hand. Stimuli this year included a giant beanstalk erupting on the playground and a visit from a variety of owls. Additionally, the governor curriculum committee have looked at the Writing Progress Books, where the Big Write pieces are collated. The Year 2 books will also be available for governors and staff to enjoy at the final twilight session of the year, so they can see the incredible progress that is made in writing from Reception through to the end of Year 2.

At the start of the year, the KS1 school-led tutoring tutors began work with pupils identified by teachers as at risk of falling behind in writing. This included pupils in Year 1 that did not achieve a GLD at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check, with especial focus on the lowest 20% of pupils. They undertook phonological awareness assessments with individual pupils, assessed their current phonic phase knowledge and reading / spelling of the Year 1 and 2 common exception words. The assessments were used, alongside handwriting and independent writing samples, to set smart targets for individual pupils. Short, intensive intervention sessions were timetabled for small groups of children, focusing on phonics for spelling, letter formation and sentence structure.

The school-led tutoring tutors ran intervention sessions throughout the year and kept full records of actions, achievements and progress. They provided a range of support, including:

- Interventions to close gaps in learning;
- Pre-teach sessions to boost confidence and knowledge prior to whole class teaching;
- Keep up sessions to revisit whole class learning;
- Statutory assessment preparation.

Class teachers regularly reviewed individual targets with the tutors and intervention sessions were adapted according to the needs and next steps of the pupils. In Year 1, this included supporting children to develop their talk for writing skills using 'chatterbox', an initiative devised by the Year 1 tutor to encourage children to verbalise their ideas and support them to form coherent sentences. In Year 2, this included work on grammar and punctuation, and support to plan final Big Write pieces. As of May 2023, the school-led tutoring tutors had delivered 475 hours of targeted support to pupils identified as at risk of falling behind, including 33 disadvantaged pupils.

End of year EYFSP predicted results remain the same as last year, with a small improvement for PPG pupils:

- Pupils achieving GLD – 47% (47% last year)
- PPG pupils achieving GLD – 29% (14% last year)

End of year Key Stage One predicted results see an improvement from last year, although PPG pupils' attainment remains closely the same:

- Pupils achieving the expected level and above – 58% (49% last year)
- PPG pupils achieving the expected level and above – 33% (35% last year)

The English curriculum leader is planning to liaise with the school business manager regarding changes to the website and how the current writing resources can be collated in one place, to make it easier for parents and carers to access.

## **General**

The English curriculum leader created a new phonics policy to explain the rationale behind our phonics programme, give an overview of teaching and learning within the phases and provide guidance to teachers and support staff on the delivery of phonics sessions, whether whole class or with small groups of pupils. The policy was shared with teachers during a staff meeting at the start of the year, alongside the phonics section of *The reading framework: teaching the foundations of literacy*, DfE, July 2021. All staff have been given the opportunity to observe the English curriculum leader teaching phonics to support their understanding of the school's approach to teaching phonics.

The English curriculum leader has also been observed teaching phonics by the University of Hertfordshire students that have been training with us, and those training with the junior school.

Reception teachers and the Nursery leader attended a three-part training sequence focused on writing in Reception. The training suggested methods to support children to achieve the Good Level of Development (GLD) by the end of Reception and how greater depth can be achieved, while promoting a love of writing in the EYFS. Additionally, Reception teachers and the Nursery leader attended training on formative assessment, which examined best practice for assessment in the Early Years.

The English curriculum leader attended training on responsive teaching, which focused on assessment in everyday learning. The training provided valuable techniques and suggestions for assessing children throughout lessons, including ways of activating prior learning, using concept cartoons, true or false statements, asking open questions, questioning as retrieval practice, using questions on entry and exit and questioning at hinge points. This was shared with teachers during a staff meeting.

As part of her assessment leader role, the English curriculum leader reviewed the end of year report format alongside the government's guidance on reporting to parents.

She researched the report format used by other schools and used these to create a more concise version than we had used previously. The report now includes a summary of the child's attainment in all curriculum subjects, in order that parents know where their child is in terms of the expectations for their year group. It also includes a section on preparation for learning, including attendance, behaviour and effort. The written part of the report is one page and is comprised of short sections on speaking and listening, reading, writing, mathematics and science and a longer personal comment on a child's achievements during the year. The new report format was agreed by all teachers and early feedback confirms that it has reduced workload considerably.

## English Monitoring Schedule 2022-23

<b>Observations / learning walks</b>	
<b>Reading</b>	Year 1 learning walk – planned for 23.2.23, postponed due to Ofsted Year 2 learning walk – planned for 23.2.23, postponed due to Ofsted Reception – TBC Nursery – TBC
<b>Writing</b>	Martha Collison & Jo Henry – 1.12.22 Tania Dalton & Cat Brown – TBC Reception – TBC Nursery – TBC
<b>Phonics</b>	Reception learning walk – 1.12.22 Year 1 learning walk – 21.2.23 (Ofsted) Year 2 learning walk – 21.3.23 (Ofsted)
<b>Pupil voice / book study</b>	
Writing (small groups)	Summer
Reading (individual readers)	Spring
<b>Moderation</b>	
Reading	Termly in year groups
Writing	Termly in year groups
<b>Monitoring</b>	
Reading (reading folders, intervention records and home reading records)	Spring 1 (SLT)
Writing (English books and writing progress books)	Spring 2 (SLT)
<b>Governor meetings</b>	
Termly meetings with English Link Governor	Autumn 2 – 3.11.22 Spring 2 – 2.3.23 Summer 2 – 15.6.23