



SIP 2018-2019:

Raise standards in English for all groups

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- ❖ 1.1 Embed non-negotiables for each strand of English
- ❖ 1.2 Purchase new guided reading scheme to impact on all standards of English
- ❖ 1.3 Ensure comprehension is consistently mapped across school
- ❖ 1.4 Liaise with SENCO about targeted interventions for groups across the school
- ❖ 1.5 Track and monitor progress and attainment of all groups



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Monitoring of English:

- ❖ SPTO and Planning Monitoring
- ❖ Book scrutiny, guided reading lesson observations and English learning walks with Alison Sturgess
- ❖ Moderation in staff meetings and through the Sursum Corda group
- ❖ Expected Standards and Non-negotiables are in place for all year groups



Actions taken in English:

Curriculum, Planning and Writing:

- ❖ The English curriculum updated - fiction reading and writing weeks, creative writing week and non-fiction reading and writing weeks.
- ❖ Additional sessions were put into the timetable: spelling sessions on Monday and Friday, grammar/punctuation on Tuesday and Thursday and comprehension on Wednesday.
- ❖ Planning was adapted and teachers plan for three specific groups our working towards (WTS), our expected (EXS) and our greater depth (GD).
- ❖ Awareness of who form these groups has grown and staff cater for them accordingly when planning their weekly activities. Activities are designed to move children on and develop their skills effectively.



Curriculum, Planning and Writing:

- ❖ Children had increased opportunities in reading and writing. The updated curriculum overview allowed more opportunities for children to write, develop their writing style and be creative within their writing. (Planning Monitoring and Book Scrutiny)
- ❖ Children were aware of the link between reading and writing. “We are trying to read like a writer and write like a reader!” (Pupil Voice)
- ❖ Pupils demonstrated a clear understanding of audience and purpose when writing and used a range of writing genres. (Moderation Feedback)
- ❖ Teachers were confident with the links between reading and writing weeks, and putting grammar skills into practise. (Teacher Voice Questionnaires)



Actions taken in English:

Reading:

- ❖ The introduction of the teaching of specific reading skills: children in class were to understand the meaning behind the reading skills being used. Reading Characters were introduced to develop their understanding of the skills.
- ❖ New guided reading resources (Big Cat Collins) were purchased and training/activities were shared with staff. Observations of guided reading took place with an English consultant.
- ❖ Comprehension was consistently mapped across the school; it is taught weekly (in a separate session) to reinforce the work completed in reading weeks and develop their knowledge of reading skills.



Reading:

- ❖ Reading skills are being embedded. Children are becoming confident in discussing the reading skills and this work will continue to develop in 2019-2020. (Observations and Reading Skills Assessment)
 - ❖ “Prediction is saying what I think might happen.” Year 1 Child
 - ❖ “Inference is where I use the clues in the text to understand the meaning.” Year 5 Child.
- ❖ Children enjoy their guided reading sessions and using the new resources. (Pupil Voice)
- ❖ Observations of guided reading with, the English Consultant, Alison Sturgess were extremely positive.
 - ❖ Pupils were engaged and focussed.
 - ❖ Clear organisation of the GR sessions – visual timetables evident in classes and consistent across school
 - ❖ Good questioning was used by CT and TA’s to develop pupil thinking - valuable discussions were taking place.
 - ❖ Strong reading evidence in books.



Actions taken in English this year:

Staff Training and CPD:

- ❖ Staff moderated with colleagues from Maryvale at the Sursum Corda group.
- ❖ Explored the teaching of reading skills, providing more writing opportunities for pupils, the application of grammar skills and the editing process.
- ❖ A focus in the Summer Term has been on the use of vocabulary and games/activities that can be used in class to enhance vocabulary application.
- ❖ All children from Y2-Y6 have a vocabulary 'Magpie' book to capture vocabulary they wish to keep – this was introduced in response to Guided Reading observations.



Actions taken in English this year:

English Consultant:

- ❖ Consultant worked in school to conduct a learning walk, guided reading observations and a book scrutiny with English co-ordinator.
- ❖ She provided useful feedback and suggestions across her visits.
- ❖ She also worked with colleagues from Y2, Y3 and Y4 to discuss the particular needs of their class and to suggest ideas to use within the classroom.



English Consultant Visits:

- ❖ Validation of judgements.
- ❖ Consultant feedback was very positive across all visits.
 - ❖ WOW! Very impressive - English in SMM is in a very positive place.
 - ❖ The amount of work in books was superb. The writing opportunities being provided are fantastic!
 - ❖ There was a clear link between the reading and writing taking place classes and across the school.
 - ❖ Application of skills to other areas of the curriculum was clearly evident.
 - ❖ Accurate assessments were taken place.



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EYFS

- ❖ Profile Standard in Reading for 2018-2019: 84%
- ❖ Profile Standard in Writing for 2018-2019: 81%

- ❖ Profile Standard in Reading for 2017-2018: 81%
- ❖ Profile Standard in Writing for 2017-2018: 79%



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Phonics

- ❖ 2019 Year 1: 84%
- ❖ 2019 Year 2: 75% (2 pupils did not meet the standard)

- ❖ 2018 Year 1: 86%
- ❖ 2018 Year 2: 80%



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KS1

- ❖ KS1 Standard in Reading for 2018-2019 EXS: 78% GD: 10%
- ❖ KS1 Standard in Writing for 2018-2019 EXS: 80% GD: 20%

- ❖ KS1 Standard in Reading for 2017-2018 EXS: 83% GD: 22%
- ❖ KS1 Standard in Writing for 2017-2018 EXS: 89% GD: 17%



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KS2

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|---|----------|---------|
| ❖ KS2 Standard in Reading for 2018-2019 | EXS: 84% | GD: 22% |
| ❖ KS2 Standard in Writing for 2018-2019 | EXS: 75% | GD: 19% |
| ❖ KS2 Standard in GPS for 2018-2019 | EXS: 90% | GD: 30% |



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- ❖ Thank you for all your support last year.
- ❖ English is in a very positive place thanks to all your input and readiness to take on all the new resources and ideas.





THANK
YOU!

