

Focused Priority 3	English
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference:</p> <p>Areas for Improvement 1, 2 and 3</p>	<p>Children develop their spoken language, reading, writing and vocabulary as integral aspects of everyday life in school; fluency and understanding in English provide the foundations for their success. They learn to speak and write fluently so that they can communicate their ideas and emotions to others and as they read and listen others in turn are able to communicate with them. They are able to rehearse, understand and consolidate their learning through speaking and listening, reading and writing. They learn to read fluently and with understanding. They are encouraged to read widely and for pleasure. They develop the handwriting fluency and stamina to write at length with accurate spelling, punctuation and grammar.</p>

Targets	Success criteria
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7+ % above within 5-6 % 7+ %below

PHONICS	Baseline attainment July 2019	Target attainment July 2020	December 2019	April 2020	July 2020
Year 1	EYFS Reading ELG at EXP+ = 66%	75% to achieve phonics pass	Target: 20% Actual (yellow+ now) 0% 56% at or above RWInc exp.	Due to COVID19 and subsequent school national closures we have no phonics assessment data for this period.	Due to COVID19 and subsequent school national closures we have no phonics assessment data for this period.
Year 1 Boys – 27 children Now 26 children	EYFS Reading ELG at EXP+ = 46.1%	60% to achieve phonics pass	Target:20% Actual (yellow+ now) 0% 35% at or above RWInc exp.		
Year 2	Year 1 63% achieved phonics pass	90% to achieve phonics pass	Target: 70% Actual: 77% (yellow+ now)		

SC1: Children’s reading skills, knowledge, understanding and vocabulary are improved through regular reading at home.

SC2: Progress in RWInc phonic groups, Literacy and Language reading and comprehension “Progress” tests shows children are making expected and accelerated progress, reaching ARE and narrowing the gap to national standards.

SC3: Children’s handwriting develops as they move through the academy: posture, positioning and pencil grip; correct letter formation; accurate letter orientation and relative size; horizontal and diagonal joins; fluent and comfortable joined handwriting.

SC4: Children are able to explain their learning and explore ideas during lessons and in writing using an ever increasing vocabulary and grasp of grammatical structures (purple end of unit write and connected curriculum writing tasks); their performance in reading and comprehension tasks shows expected or accelerated progress.

SC5: Children make steady and accelerated progress in spelling and grammar activities and tests (RWInc spelling and “Progress” grammar). Their written work

Reading	Baseline attainment	Target attainment July 2020	Dec 19	Feb 20	Apr 20	July 20
Y2 (TA)	2018 EYFS EXP+= 63% GDS= 3%	EXP+ = 66% GDS = 13%	Target ARE+:60% Actual ARE+: 53%	N/A	Target ARE+:63% Actual: 69%	Target EXP+: 66% Actual: 63%
			Target GDS:0% Actual: 0%		Target GDS:5% Actual: 16%	Target GDS: 13% Actual: 14%
Y2 PPG – 6 children Now 8 children	2018 EYFS EXP+= 66% GDS=17%	EXP+=66% GDS=17%	ARE+ Target=66% Actual: 38% GDS Target=0% Actual: 0%	N/A	ARE+ Target=66% Actual: 60% GDS Target: 17% Actual : 10%	EXP+ Target: 66% Actual: 50% GDS Target: 17% Actual: 8%
Y6 (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 70% GDS = 20%	Target:40% Actual:37%	Target:50% Actual:%	Target:60% TA Actual: 66%	Target: 70% Actual:63%
			Target GDS:10% Actual:8%	Target GDS:13% Actual:%	Target GDS: 16%TA Actual: 11%	Target GDS: 20% Actual: 19%

Y6 PPG – 24 children	KS1 APS/FFT starting point has been used to forecast targets.	EXP+=71% GDS=8%	EXP+ Target=30% Actual=29% GDS Target=0% Actual=0%	EXP+ Target=45% Actual=% GDS Target=0% Actual=0%	EXP+ Target=55% TA Actual: 65% GDS Target=4% TA Actual: 0%	EXP+ Target: 71% Actual: 59% GDS Target: 8% Actual: 0%	<p><i>shows accurate application of their learning at an appropriate level.</i></p> <p>SC6: Children’s end of unit write (literacy and language) and write about (phonics) meet the relevant success criteria and bring together the spelling, handwriting, grammar and vocabulary appropriate to the age and stage of their learning.</p>	
EYFS Profile Attainment								
Entry data shows the gap between boys and girls for reading is still too wide.								
At the end of the year the gap between boys and girls attaining ELG for reading should be no greater than 10% (2017-18 national).								
EYFS Profile Attainment								
Entry data shows the gap between boys and girls for writing is still too wide.								
At the end of the year the gap between boys and girls attaining ELG for writing should be no greater than 13% (2017-18 national).								
Key People						Funding & Resources		
Sarah Whiteman Team leaders: Jo Costanzo, Linda Embling, Laura Giles and Danielle Holmes						<ul style="list-style-type: none"> £1500 RWInc training £1000 RWInc consumables £5000 new books for reading across the curriculum 		
Actions (and those responsible)					Who monitors?	Who evaluates? *	When	Check Date when completed
Class teachers ensure all children have regular access to Oxford Reading Buddy; that they take a library book and another reading book home every week. (SC1)					JC LE LG DH HLTA PPG	MSW	term 1 term 4	Sept. Nov. Jan.
Class teachers in KS2 display texts to support children’s learning in Literacy and Language. (SC1)					JC LE	MSW	termly	Sept. Nov. Jan.
Year group teams provide loan titles to order books to support Connected Curriculum learning from LRE. (SC1)					JC LE LG DH	MSW	termly	Sept. Dec.
Class teachers and year teams display books and regularly signpost children to the texts they might enjoy and where they might find additional information including specific reference to and use of texts in planning and during teaching and learning sessions. (SC1)					JC LE LG DH	MSW	termly	
Class teachers share the Literacy and Language “suggestions for wider reading”; LRE topic box books and story time collection books with the children on a regular basis as part of teaching and learning throughout the year. (SC1)					JC LE LG DH	MSW	term 2 term 5	Sept. Nov. Jan.

Reading group teachers ensure children learning to read using RWInc phonics take paper story books and book bag books home every week as appropriate, recording books taken home in each group's log book and noting reading progress and attainment on planning. (SC1)	all class teachers	MSW	term 1 term 3	September November February
MSW provides side by side coaching in RWInc phonics groups for all group reading teachers. (SC2)	MSW	HS	twice termly	fortnightly
Class teachers across the academy are supported to develop a consistent and effective use of story words and 3 read approach in both phonics and Literacy and Language through informal drop ins and feedback points. (SC2)	MSW	HS	term 2 term 4	
Class teachers teach knowledge and comprehension skills explicitly alongside guided access to a wide range of texts and text types, including across all curriculum areas. (SC2)	MSW	HS	term 4	
Termly reading assessments - 1:1 phonics assessments; reading "Progress" tests; PiXL or mock SST results – are completed to measure progress, inform assessment judgements, interventions and future planning. (SC2)	DN KH AT JC LE LG DH	MSW	termly	November February October December February
Class teachers continue to review, evaluate and improve handwriting development across all year groups. (SC3)	JC LE LG DH	MSW	term 1	September December
MSW to complete a book scrutiny focussing specifically on progression in handwriting and presentation across the academy. (SC3)	JC LE LG DH	MSW	term 2 term 4 term 6	Staff training 16.12.19
MSW to complete a learning walk focussing on speaking, listening, oral rehearsal and explanations and the quality of vocabulary and grammar. (SC4)	MSW	HS	term 3	
MSW to analyse children's performance in phonics assessments and reading "Progress" tests, feedback to teams and discuss next steps for groups and individuals. (SC2)	MSW	HS	termly	Nov. '19 Feb. '20
KS2 class teachers and year teams to consider children's progress in Literacy and Language grammar and RWInc spelling and their scores in the end of unit tests to determine development points for grammar and spelling and key development points for each year group. (SC5)	JC LE	MSW	term 3	October December February
Year teams to develop consistency across new year teams in the use of write about, initial writes and end of unit purple book writes to refine targeted teaching for groups and individuals. (SC6)	JC LE LG DH	MSW	term 3 term 6	Feb. '20

Evaluation:

SC1: Children's reading skills, knowledge, understanding and vocabulary are improved through regular reading at home.

Impact Review January 2020

Children have received their logins which are stuck into their reading diaries. They have accessed Reading Buddy in the classrooms individually and as a class. Teachers have demonstrated the use of the Reading buddies and quizzes and shared a range of the available titles with children. Details of the Reading Buddy website have been shared with parents in the academy newsletter several times and details have been handed to parents on parents' consultation evenings. Class teachers have worked in their year teams to promote the use of Reading Buddy at home through sharing data about usage and have agreed different strategies to promote home access, however children are still not regularly taking advantage of the opportunity to read e-books on line.

All children visit the library to select a library book of their choice which they take home each week. Children in RWInc phonics groups have paper copies of texts linked to the sounds they already know and the stories they are reading in lessons. Children are now taking a reading book home each week at a stage determined by their class teacher. These books provide children with opportunities for the children to have access to and opportunities to read texts from a range of genres whilst aiming to encourage a love of books and reading, alongside ensuring children are reading books with an appropriate level of challenge.

Teachers in years 2- 6 all have sets of books recommended by Ruth Miskin to link with the texts they are studying in Literacy and Language as part of their English lessons. These are displayed in the classrooms and shared with the children to encourage them to read a wide range of children's literature.

The academy orders Library loan boxes for each year group linked to the curriculum or an area of interest for the year group each term. These books are displayed throughout the term and children are encouraged to access them to gain further insight into the curriculum, to develop their curiosity and to widen their knowledge and understanding.

Next steps:

to develop a consistent approach for displaying all texts available to the children and devise a system for the children accessing these books more independently

embed the use of banded books and phonics texts – ensuring the children take the books home, read and return

consider whether or not to continue with our subscription to Oxford reading Buddy e-books

formalise the recording of "Progress" tests in years 3-6

SC2: Progress in RWInc phonics groups, Literacy and Language reading and comprehension "Progress" tests shows children are making expected and accelerated progress, reaching ARE and narrowing the gap to national standards.

Impact Review January 2020

Phonic assessments were carried out in the Autumn and Spring terms for all children from Reception to year 4 and for all newly arrived pupils.

Reception children were placed into smaller groups in late November according to knowledge of sounds and ability to blend with individual targeted for additional 1:1 sessions.

End of January assessments show Reception 83% of children have all made at least expected progress. 10 children have made slower progress, but have all learnt to read and write more sounds and / or are orally blending now. 75% of the PP children have made at least expected progress. 25% (2 children) have made slower progress as detailed above.

84% of children in year 1 have made at least expected progress this academic year. 12% have made slightly slower progress moving only one group and have received further consolidation and targeted group teaching. 2 children's progress is significantly slowed by SEND or medical needs. 100% of the children in receipt of pupil premium grant have made at least expected progress.

79% of year 2 children made at least expected progress with 18% needing further consolidation and making slightly slower progress. 1 child attends a Nurture group 4 days per week and another has a significant hearing impairment and their progress is much slower.

Children in years 3 and 4 who attend phonics groups continue to receive targeted group teaching and additional 1:1 intervention if appropriate continue to make at least steady progress focusing on accuracy and fluency, with the majority of children making steady or accelerated progress.

Reading and comprehension Progress tests are completed across KS2. Year 6 have completed mock sats papers at regular intervals throughout the Autumn terms. Year 2 use PiXL reading therapies to support whole class reading and comprehension skills. Year 6 teach comprehension sessions daily, completing QLA analysis for each mock SATs test in order to inform and adapt their teaching. PiXL 3 in 3 resources are used daily as a teaching and assessment opportunity, modelling thought processes and children working independently. Key Marginal pupils work with a teaching assistant using PiXL resources to build stamina, fluency and comprehension. Lower ability children work with both the Hlta and ta to develop fluency and comprehension when reading. Literacy and Language texts are used in small groups to ensure understanding.

Two RWInc Development days (led by a consultant trainer) and one English Hub Literacy specialist visit have focused very much on the teaching of early reading in Reception and year 1. Teaching assistants have received group training in the delivery of targeted interventions for children from Reception to year 4 and follow up individual support from the reading lead. These interventions have been successfully delivered and have supported children in keeping or catching up with their peers in their phonics groups. Reading group leaders have received precise feedback and support with steps in teaching and learning at the different stages and have developed their practice and the children's knowledge, skills and understanding resulting in the progress reported above.

Four members of staff have attended two day RWInc training this academic year with four more places booked for the Summer term.

Children in year 2 have made one step progress (Educater) on average in reading an increase of 0.3 from last year's year 2 cohort.

Children in year 6 have made 1.4 steps progress (Educater) on average, the same as last year's year 6 cohort, but an increase of 0.4 on their progress over the autumn terms the previous year.

Next steps:

formalise the recording of "Progress" tests in years 3-6

highlight next steps more formally to raise class teachers' awareness of targeted areas for development for individual children

reintroduce record sheets for 1:1 keep up sessions and tighten up on delivery and timings

secure the use of "fluency" interventions and word reading sessions to develop children's fluency

SC3: Children's handwriting develops as they move through the academy: posture, positioning and pencil grip; correct letter formation; accurate letter orientation and relative size; horizontal and diagonal joins; fluent and comfortable joined handwriting.

Impact Review January 2020

Class teachers have continued to use the Handwriting Association materials introduced in July last year to evaluate and develop handwriting across the school. Year teams identified cohort foci for term one which they evaluated, identifying strengths and areas for development the following term, targeting both individuals and groups of children. A staff training session "book look" with handwriting as one of the foci maintained our handwriting focus. Staff introduced patterns and colouring sheets to facilitate the development of children's posture, pencil grip and the pressure applied as well as the position of paper. They identified clear improvements in presentation and moved on to correct letter formation grouping letters according to their shape and size.

Next steps:

complete the book scrutiny planned for term 2 which was replaced with the staff training session

compile a feedback document for existing and new staff summarising expectations and findings

SC4: Children are able to explain their learning and explore ideas during lessons and in writing using an ever increasing vocabulary and grasp of grammatical structures (purple end of unit write and connected curriculum writing tasks); their performance in reading and comprehension tasks shows expected or accelerated progress.

Impact Review January 2020

Staff continue to support children to develop their ideas through a variety of techniques. Staff training has considered the importance of the development of vocabulary across the curriculum and staff have begun to identify key vocabulary in knowledge organisers as well as on planning.

Staff training on Oracy introduced resources from Voice 21 and Tower Hamlets. Staff have a document outlining year group specific language structures for different language functions to support with the development of talk throughout the curriculum across the primary age range.

Next steps:

prepare feedback for staff on SMT learning environment walk concerning working walls and vocabulary on display

SC5: Children make steady and accelerated progress in spelling and grammar activities and tests (RWInc spelling and "Progress" grammar). Their written work shows accurate application of their learning at an appropriate level.

Impact Review January 2020

A staff training session "book look" with progression in spelling as one of its foci enabled staff to consider spelling in books in isolation and to identify next steps and developments. On the whole staff reported that progression in spelling was evident in the books they looked at and that spelling was generally accurate and age/stage appropriate. They saw evidence of the use of dictionaries and thesauruses; self-editing; attempts at more challenging vocabulary and the correct spellings of common exception words. Next steps included the provision of vocabulary in knowledge organisers and lists of common exception words; developing strategies for addressing basic errors and ensuring children were given support to ensure that their speech didn't adversely affect their spelling.

Next steps:

*formalise the recording of grammar "Progress" and spelling tests in years 3-6
develop a document highlighting the children's movement through RWInc spelling groups and consider the pace at which the scheme is delivered
spelling mats or displays of common exception words
vocabulary / knowledge organisers which children access to ensure subject specific vocabulary is spelt correctly*

SC6: Children's end of unit write (literacy and language) and write about (phonics) meet the relevant success criteria and bring together the spelling, handwriting, grammar and vocabulary appropriate to the age and stage of their learning.

Impact Review January 2020

A purple book look showed that the majority if not all evaluation criteria for end of unit writes are achieved. Children complete a variety of written task for a range of purposes in both fiction and non-fiction. There is evidence of independent editing and improvement.

Next steps:

review and redistribute procedures document for Literacy and Language at Victoria to develop clarity and consistency within and across year teams