

Focus Priority 3	English: Reading for Enjoyment
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference:</p> <p>Quality of Education</p> <p>Behaviour and Attitudes</p> <p>Personal Development</p> <p>Leadership and management</p>	<p>Children read a range of genres, both fiction and non-fiction widely and often, for pleasure and with a specific purpose, both in school and at home. They have frequent, regular opportunities in both English lessons and across the wider curriculum to listen to texts read aloud and to access texts both for pleasure and to enhance the curriculum.</p> <p>Children are specifically taught the skills and knowledge necessary to enable them to read fluently, accurately and with understanding both for enjoyment and to develop their life opportunities and aspirations. They will develop and explore their understanding and use of vocabulary and language structures; their knowledge and understanding of the wider world; feelings, thoughts and experiences in different contexts, which will in turn have an impact on their spoken and written language skills. The information and understanding they develop through exposure to quality texts will contribute to their wider learning and growth as a member of the wider community of learners.</p>
Success Criteria	
<p>S.C. 1 Reading diaries and pupil voice show children read widely and often for pleasure both in school and at home.</p> <p>S.C. 2 Timetabling, planning and lesson visits / learning walks evidence children are provided with frequent opportunities both to read texts and to listen to texts read aloud for pleasure and to enhance the curriculum.</p> <p>S.C. 3 Assessment results, planning and lesson visits / learning walks show children are specifically taught the skills and knowledge necessary to read fluently, accurately and with understanding.</p> <p>S.C. 4 Lesson visits, planning scrutiny and pupil voice shows children’s spoken and written language skills improve as a result of the development of their knowledge and understanding of vocabulary and language structures through use of texts.</p> <p>S.C. 5 Planning and lesson visits / learning walks in other lessons show children’s access to quality texts contributes to their wider learning and growth as a learner.</p>	
Data Targets	
<p>Due to Covid-19, there was no end of year data for July 202910. Data targets are based on pupil prior attainment at the previous key stage and FFT projections. Data targets will need to be reviewed as the academic year progresses and current progress and attainment can be taken into consideration.</p> <p>The following information will be taken into consideration when setting and reviewing targets:</p> <ul style="list-style-type: none"> • RWInc assessments: phonics and freshstart (decoding and speed) Reception to year 6 • Transition diagnostic and Impact assessments years 2 to 6 (Pixl) • Phonic Screening tests: terms 2 and 5 years 1 and 2 • Sats’ results years 2 and 6: • FFT assessment data: years 1-6 • EYFS data: RWN <p>All class teachers will set end of year targets for individual pupils on FFT, these will be reviewed during the year.</p>	

Reception Reading and Writing:

We are following the early adopter trial for reception this year. Baselines will be set using this new system and reviewed throughout the year.

Phonics Year One and Year Two:

PHONICS	Baseline attainment July 2020	Target attainment July 2021	December 2020	April 2021	July 2021
Year 1	EYFS Reading ELG at EXP+ = 71%	75% to achieve phonics pass	Target: 20% Actual: 25% on track	Target: 50% Actual:	Target: 75% Actual: 64%
Year 2	Year 1 0% achieved phonics pass	% to achieve phonics pass	Target: % Actual: 67% PSC pass	Target: % Actual:	Target: % Actual: 71%

Y2 targets to be agreed after December phonic screening

Year Two End of Year Outcomes:

Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21
Y2 Reading (TA)	2019 EYFS EXP+= 65% GDS= 2%	EXP+ = 70% GDS = 15%	Target ARE+:% Actual ARE+: 53%	N/A	Target ARE+:% Actual:	EXP+: 70% Actual: 61%
			Target GDS:% Actual: 2%	N/A	Target GDS:% Actual:	Target GDS: 15% Actual: 13%
Y2 Writing (TA)	2019 EYFS EXP+= 65% GDS= 2%	EXP+ = 70% GDS = 10%	Target ARE+:% Actual ARE+: 51%	N/A	Target ARE+:% Actual:	EXP+: 70% Actual: 54%
			Target GDS:% Actual: 2%	N/A	Target GDS:% Actual:	Target GDS: 10% Actual: 4%

Year Six End of Year Outcomes:

Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21
Y6 Reading (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 72% GDS = 20%	Target:20% Actual: 24%	Target:40% Actual:%	Target:58% Actual:	Target: 72% Actual: 51%
			Target GDS:3% Actual: 2%	Target GDS:7% Actual:%	Target GDS:12% Actual:	Target GDS: 20% Actual: 12%
Y6 Writing (TA)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 75% GDS = 20%	Target:20% Actual: 59%	Target:35% Actual:%	Target:55% Actual:	Target: 75% Actual: 69%
			Target GDS:3% Actual: 0%	Target GDS:7% Actual:%	Target GDS:11% Actual:	Target GDS: 20% Actual: 0%
Y6 GPS (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 76% GDS = 25%	Target:30% Actual: 33%	Target:45% Actual:%	Target:60% Actual:	Target: 76% Actual: 47%
			Target GDS:3% Actual: 0%	Target GDS:10% Actual:%	Target GDS:15% Actual:	Target GDS: 25% Actual: 7%

Key People		Funding & Resources			
Sarah Whiteman Team leaders: Jane Wall, Linda Embling, Jo Costanzo, Laura Giles and Danielle Holmes		<ul style="list-style-type: none"> • Staff Training sessions • Release for staff to attend training • Subscriptions: RWInc x 3 • Release for evaluation, planning and monitoring feedback 			
Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed	
Reading Prepare and lead training developing staff skills, knowledge and understanding with opportunities for discussion, sharing and reflection; clear identifiable development points and evaluation of strategies and ideas. (SC1) (SC2) (SC3) (SC4) (SC5)	Sarah Whiteman	Hayley Scargill	Sept. Oct. Dec. Jan. Mar.-Re May-AR June	00.09.20 05.10.20 07.12.20 04.01.21 04.03.21 06.05.21	
Complete pupil voice (SC1) (SC4) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Nov. Mar. June	June-July A.A. meeting	
Complete Reading diary book look (SC1) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Oct. Jan. May		
Analyse Reading Buddy reports for each class (SC1) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Nov. Mar. June		
Learning walk during whole class reading sessions (SC2) (SC3) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Nov.		
Learning walk during English lessons (SC2) (SC3) (SC4) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Jan.	Summer term lesson ob. s	
Learning walk during lessons other than English (SC2) (SC5)	Sarah Whiteman	Hayley Scargill	Mar.		

Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.				
Timetable and planning discussions with class teachers (SC2) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Oct. Jan.	various dates over the autumn terms
Monitor and analyse PiXL impact assessment results and PiXL Transition Cohort Checklists (SC3) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Sept. Dec.	
Monitor and analyse Pira test results for years 3, 4 and 5 Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Oct.	
Monitor FFT assessment results (SC3) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Dec. April July	
Monitor a range of planning (SC3) (SC4) (SC5) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Feb.	
Complete an English book look (SC4) Discuss and feedback strengths and areas for development, including next steps to teams and individuals. Identify further actions, who is responsible and intended impact.	Sarah Whiteman	Hayley Scargill	Mar.	00.09.20 00.12.20 Summer Book Look and Writing Deep Dive

Evaluation:

S.C. 1 Reading diaries and pupil voice show children read widely and often for pleasure both in school and at home.

Impact Review January 2021:

Staff training raised staff awareness of the impact of reading on children's life chances and their success academically right across the curriculum. Teams worked together to outline the reading opportunities in their year group. This

information was shared across the academy to create a collective understanding of our reading offer and staff had opportunities to develop their own practice both individually and as a team.

Teaching staff completed training modules to refresh and refine our joint understanding of the phonetic code and the skills and strategies we must support children to master in order for them to become confident, effective readers. Support staff training on specific fast track 1:1 tutoring ensured they are more knowledgeable about the intervention strategies available to improve children's decoding accuracy and fluency right across the academy. They are now beginning to implement and use these strategies formally and informally with identified pupils. As much as is practicable during small school.

It was not appropriate within our current precautionary measures to complete pupil voice with groups of children and individual interviews would have provided too small a sample to draw conclusions and provided evidence.

Reports with Oxford Reading Buddy reveal that engagement with reading at home remains a concern and at the same time issues with internet access and website reliability - because of the sheer volume of usage throughout the corona virus pandemic - mean it has been an increasingly problematic issue to address.

Children have accessed Oxford Owl ebooks as part of their remote learning either as an independent choice of as directed for specific RWInc texts. Teachers have also read aloud to children daily via recorded videos and shared links to a range of online texts and stories suitable for different year groups.

We are looking at alternative online reading opportunities and year 5 are currently trialling a possible alternative.

Impact Review July 2021:

Some pupil voice conducted with the Academy Advisors in the summer term showed that access to reading / library books and use of reading diaries remains inconsistent across the academy. All children said that they enjoyed reading with a couple of children commenting linking enjoyment specifically to children's ability to read tricky words.

S.C. 2 Timetabling, planning and lesson visits / learning walks evidence children are provided with frequent opportunities both to read texts and to listen to texts read aloud for pleasure and to enhance the curriculum.

Impact Review January 2021:

Regular discussions with members of year teams, informally and more formally, established an open dialogue around the teaching of English more generally and reading in particular across all year teams in the academy. This enabled resources to be shared and timetabling concerns to be addressed, as well as supporting teams to develop more consistency in our approach to the return to full time schooling from September onwards. Priority areas and next steps were identified, maintaining the focus on pupils' identified starting points and moving on at an appropriate pace within the changed school environment, whilst also ensuring reading to children every day remained a focus in every classroom and opportunities for reading were also exploited across the curriculum.

It was not appropriate to conduct additional learning walks or lesson visits for English, however during the formal lessons observations completed in the autumn term one member of the teaching team in each year group was observed teaching English and the discussion of individuals' strengths and areas for development was always within the context of the teaching and learning across the year team.

Next steps for this area of the curriculum include working alongside selected year teams to more closely target children's reading abilities, interests and developing language needs through targeted modelling and support.

Impact Review July 2021:

Children across the academy continue to access books from the library, from class collections, from library project loans and from RWInc regularly. Most classes are read to every day, however there remains the odd reference by the children to time restrictions continuing to affect reading opportunities for a minority of classes.

Lesson planning and observations showed that in the majority of year groups reading is an integral part of the teaching of all elements of English.

S.C. 3 Assessment results, planning and lesson visits / learning walks show children are specifically taught the skills and knowledge necessary to read fluently, accurately and with understanding.

Impact Review January 2021:

Individual RWInc assessments for the phonics programme and Freshstart ensured accurate starting points were established for all children still developing their ability to accurately decode fluently using secure knowledge of grapheme phoneme correspondence. Assessments from the PiXL autumn transition package identified the key areas of learning necessary for individual children and year groups. Teaching and learning resources from RWInc and PiXL subscriptions provided clear next steps in skills, knowledge and understanding for pupils with opportunities for modelling, consolidation and independent practice. Follow up assessments enable staff to identify progress and further areas for development in an on-going cycle of review and improvement.

Formal lesson observations showed lessons were effectively planned, informed by knowledge of children's prior learning and provided learners with motivation and challenge.

PIRA data for years 4 and 5 clearly shows the dip in attainment from the same time last academic year.

The mean scaled score for reading in year 5 was 84.2 (using the year 4 summer test) compared with a mean scaled score of 95.8 (on the year 4 autumn test) for the same cohort of pupils at the same time last academic year.

The mean scaled score for reading in year 4 was 85.9 (using the year 3 summer test) compared with a mean scaled score of 91.1 (on the year 3 autumn test) for the same cohort of pupils at the same time last academic year.

FFT reading data for December is positive for year 5: 77% are currently assessed at or above EXP. standard in reading.

The year 6 pupil data shows 57% pupils at or above EXP. standard in reading.

Both year 3 and year 4 data shows 40% of pupils at or above EXP. standard in reading. 53% and 54% of pupils in year 1 and year 2 respectively were assessed at or above EXP. standard in reading. Careful planning and phonics interventions will continue to address gaps in learning for these pupils.

Impact Review July 2021:

Regular assessments in phonics across Reception and years 1 and 2 ensured children had daily, regular access to well-matched phonics teaching and made good progress, particularly across Reception and Year 1. Interventions were successful in building speed and accuracy for a number of children who were targeted for additional support in a number of year groups.

Lesson observations and planning scrutiny as part of the Book Look and Writing Deep Dive showed that children in some year groups are specifically taught a range of reading skills through careful planning and modelling.

S.C. 4 Lesson visits, planning scrutiny and pupil voice shows children's spoken and written language skills improve as a result of the development of their knowledge and understanding of vocabulary and language structures through use of texts.

Impact Review January 2021:

Actions intended to monitor impact for this success criteria are planned for the Spring terms.

Impact Review July 2021:

Lesson observations, planning scrutiny and book look as part of the Book Look and Writing Deep Dive showed that children in some year groups are specifically taught vocabulary through careful planning, think out loud modelling, my turn your turn, partner talk and independent practice. Pupils are beginning to use new vocabulary in their own writing as a result of these learning opportunities.

Year 5 successfully introduced the use of writing journals, alongside a whole class vocabulary easel, to collect vocabulary in English which they could then refer to during their writing.

S.C. 5 Planning and lesson visits / learning walks in other lessons show children's access to quality texts contributes to their wider learning and growth as a learner.

Impact Review January 2021:

Actions intended to monitor impact for this success criteria are planned for the Spring terms.

Impact Review July 2021:

Lesson observations and planning scrutiny as part of the Book Look and Writing Deep Dive showed that planning for lessons across the curriculum is often based around a text and provides children in some year groups with additional opportunities to develop reading skills, knowledge and vocabulary through careful planning and modelling.