



Governor's Meeting

KS1 English

November 2022

Previous Academic Year 2021-2022

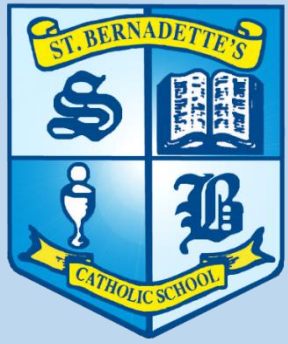


- We focused on Phonics and delivering RWInc Phonics as it should be in order to show fidelity to the scheme.
- We purchased new RWInc Book Bag Books as home readers to ensure our reading books are phonically matched to the children's reading ability.
- We held training sessions in school for staff to ensure a consistent approach in all Phonics sessions.
- We had a mock deep dive with a HMI Inspector to identify areas for development.
- We held Phonics and Reading sessions for parents.



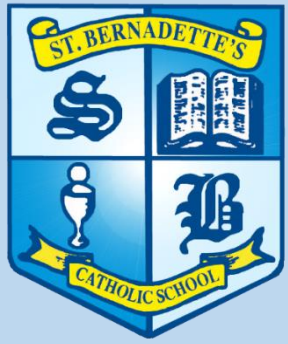
Previous Academic Year 2021-2022

- Half termly phonic assessments were completed by SLT and the outcomes were shared with staff to ensure children's next steps were clear.
- The results of the phonics assessments were analysed to allow us to see how many children were above/at/below the half termly expectations.
- This then allowed us to target our lowest 20% in afternoon intervention groups to close the gap in learning.



Previous Academic Year 2021-2022

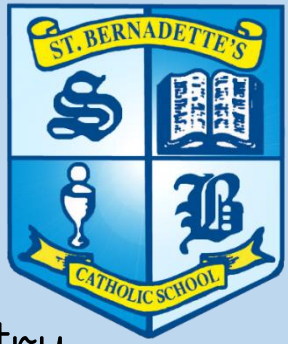
- Children in Year 2 were given an extra chapter book to read at home to expose them to a wider range of authors and styles of writing and broaden their knowledge of authors.
- Story suitcases were provided to take home. They contained storybooks and hot chocolate for the children to enjoy at home with their parents/carers.



Previous Academic Year 2021-2022

- For writing we continued to use Talk for Writing in EYFS and Year 1 to build children's familiarity with a story before writing took place.
- In Year 2, we built in elements of Jane Considine which is used in KS2 to pick apart and develop the children's awareness of the 'job' of the sentence.
- In KSI we had a big push on developing children's vocabulary through thesaurus use, class generated word banks (good/better/best), discussion and experience days.
- Alan Peat sentences were taught and used in lessons.

Previous Academic Year 2021-2022



- We exposed the children to a wider range of writing genres in KSI. For example, in the Y2 Pirate Tom themed unit children covered: a retell, poetry, a setting description and a letter. In the Y1 Rainbow Fish unit the children covered: a retell, a diary from 2 different perspectives and poetry.
- Comprehension lessons were linked to the text being used for writing activities to further develop the children's knowledge of the features of each genre.
- Grammar lessons were linked to the sentence types and grammatical features needed in writing genres.



Previous Academic Year 2021-2022

Impact:

- Children developed their ability to read books at a level matched to their phonic knowledge in lessons and also at home through RWInc Reading Books and Book Bag Books.
- Children read a wide range of chapter books in Year 2.
- Story time sessions in class allowed the children to be exposed to a range of authors and high quality texts.
- The Story Suitcase provided further opportunities for children to read for pleasure at home.



Previous Academic Year 2021-2022

Impact:

- Children's phonics teaching was tailored to their learning through the use of assessment data.
- Staff taught with fidelity to the RWInc programme and developed their understanding of the scheme through in house training sessions and shared best practise.
- Children in Year 2 performed well in their end of KSI SATs despite the impact COVID had on their previous schooling.
- Children increased the size of their vocabulary through story exposure and word level work in lessons.

Previous Academic Year 2021-2022



Impact at KSI:

- Reading 77% at expected or above and 16% at GD
- Writing: 52% at expected or above and 7% at GD
- Maths: 70% at expected or above and 13% at GD

- Phonics 75%



Current Academic Year 2022-2023

- All new staff in EYFS and KSI have been trained in RWInc and staff meetings with KSI and EYFS staff have demonstrated best practice through video tutorials from DfE English Hubs. We will also be holding regular training sessions for staff to ensure consistency in approach and regular CPD.
- An area for development from our mock deep dive was phonics application. To address this children now use known sounds to practise writing words during phonics sessions, not just the reading of them. This will be evidenced in writing books.

Current Academic Year 2022-2023

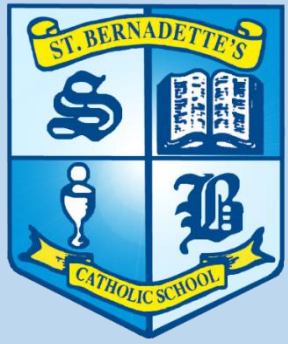


- In the recent Research Review Series conducted by Ofsted they wrote:

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). ^[footnote 62] Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. ^[footnote 63] As a result, fluent transcription skills should be a critical focus for the early years and key stage 1. By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. The national curriculum suggests using dictated sentences in Year 1 to apply and practise spelling.

This year in both EYFS and Year 1 we have tailored our writing activities to ensure we are only asking children to write using known sounds or attempt more complex words such as naughty by using their phonic knowledge 'n-or-t-ee' once they have been taught a way to make the needed sounds.

Current Academic Year 2022-2023



Based on Ofsted's findings high quality English in EYFS and KSI may have the following:

Vocabulary is developed explicitly to reduce the word gap in the early years, and to enable disadvantaged children to develop their vocabulary faster.

- To ensure we do this we will continue to use high quality texts during story time sessions to expose the children to a wide range of vocabulary. We will also do this through conversation and the modelling of new vocabulary and word level work in lessons. We will also ensure we are using and modelling spoken English in our teaching.

Current Academic Year 2022-2023



Based on Ofsted's findings high quality English in EYFS and KS1 may have the following:

The school prioritises daily teaching of systematic synthetic phonics from the start of the Reception Year and into key stage 1, until pupils are fluent in word reading (decoding) and transcription (spelling and handwriting).

Daily opportunities for children to apply their knowledge of GPCs by reading 'decodable' books that support their fluency in word reading.

Teachers focus on identifying children who are not able to decode accurately (or are otherwise at risk of not learning to read) early and prioritise teaching them to read.

The programme of reading develops pupils' accuracy and speed.

- We will continue to teach phonics sessions daily and cater for our lowest 20% with extra intervention sessions. We will also ensure children are reading phonically decodable books daily as part of their phonics sessions. RWInc Books and Book Bag Books will continue to be sent home to allow parents to support children's reading journeys.

Current Academic Year 2022-2023



Based on Ofsted's findings high quality English in EYFS and KSI may have the following:

Children practise composition through oral activities before their transcription becomes fluent. Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing.

Carefully chosen dictation activities enable pupils to practise and apply their spelling knowledge and segmenting skill to use the content they have been taught and to do so without having their working memories overloaded by composing sentences.

- We will use RWInc hold a sentence and accompanying writing activities in Reception and Year 1 to allow the children to develop their transcription skills to a fluent level so as to not overload their working memories.

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- Once the children's transcription skills have developed sufficiently, we will move towards more independent composition as the children will be in possession of the necessary sound and GPC knowledge in order to write more freely.
- We will continue to develop children's comprehension skills both orally and in writing to ensure that we are developing the children's ability to read for meaning along with developing their fluency.
- Handwriting will be taught regularly in KSI to support children to develop the correct letter formation and correct letter formation will be modelled by staff in our teaching and marking of the children's work.