

## St John the Baptist – English report to the Governing Body Autumn 2022

English work remains at the heart of our curriculum with an emphasis on enjoyment and progress. We have high expectations for English skills in all curriculum areas. This year English development has included the following:

1. Which /ear/ words contain 'ear'?	
2. Which /ear/ words contain 'er'?	
3. Which /ear/ words contain 'ere'?	
4. Which /ear/ words contain 'er'?	
5. Which other /ear/ words can you remember?	
Words of the Week	Write
depart	
portable	
export	
report	
transport	

- Homework – now including phonics and vocabulary tasks based on retrieval of previous literacy learning.
- Long-term planning is newly developed for writing tasks in all years. This makes connections with visual literacy, grammar and spelling skills.
- Primary Knowledge Curriculum units have been introduced with topic-related quality texts included every term with related extended writing tasks.
- Accelerated Reading and MyOn platforms have been used throughout this year with the library converted to AR fiction books organised by level. Children can independently select from appropriate books matched to their abilities. A grant from the Foyle Foundation is continuing to support investment in new fiction books.
- A vending machine has been purchased for motivational book prizes for children meeting their reading targets each term. These achievements are shared in Friday assemblies.
- Pupils whose data places them in the lowest 20% for reading have been identified in each class. These children have been monitored for additional support and appropriate reading books by the subject leader across the year.
- Subject leaders have incorporated relevant reading material into planning for each subject and topic covered. A range of topic-related books are displayed in each classroom book area.
- Star Reading assessments have been used each half-term to provide on-going data focusing on word recognition and comprehension.
- A Writing Model and Reading model flow chart has been devised to support regular planning of English activities to ensure a consistent approach.
- A selection of children from the lowest 20% have been assigned as “Book Buddies” with SLT staff for continuous encouragement and monitoring each half-term.
- The “Sounds Write” method and materials have been used throughout the year for the teaching of phonics. Additional staff have completed training sessions and further “Sounds Write” reading material has been purchased.
- The Simple View of Reading has been used by each class teacher to identify needs based on word recognition and comprehension abilities. This provides a simple check for the subject leader and supports planning needs.



- This year’s World Book Day was a success with children involved in a range of activities and those who enjoyed dressing as a character were encouraged to bring the relevant book to school or to present their book to the class.
- All teachers have participated in reading and writing moderation meetings within the academy and via on-line meetings across the LEA. PowerPoint presentations of

evidence have been praised for containing a wide range of clear evidence and they have provided a resource for future comparisons of standards.

- Children have enjoyed a Reading workshop in the autumn term based on solving a mystery by interpreting written clues within a time limit.

