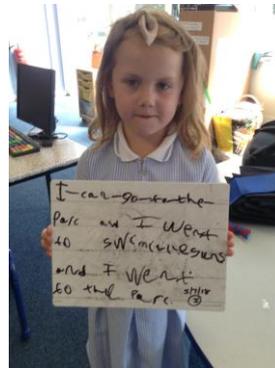


English Attainment

In **Reading** 79% achieved the appropriate end of Key Stage standard in the SATs test; This year's on-going KS2 reading progress has been measured against a set of interim standards for English and **86%** achieved expected based on continuous teacher monitoring and assessment. (Evidence from reading records/journals/testing) The teacher assessment judgements additionally included children's ability to make predictions; to summarise events and to make comparisons between texts.

For **Writing** 79 % of children achieved the new expected standard based on teacher assessment of a range of independent tasks. In the formal **Grammar and Spelling** test 79% of children achieved expected standards. The spelling section was particularly demanding. Overall KS2 English results were in line with predicted outcomes and show progress.

In Y1 Phonics Screening resulted in 83% of children achieving the expected standard which is in line with national expectations. The KS1 results have 74% achieving the expected standard for reading and 70% for writing. 40% of KS1 children achieved "Greater Depth" standard.



EYFS Reading and Writing tasks

Teaching and Learning in Literacy

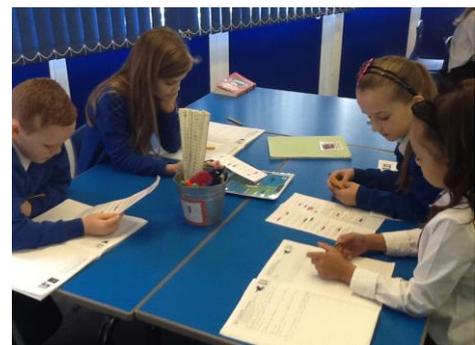
Regular use of web-based products continues to support and engage children (Reading Eggpress/ Studyzone/ SPAG.com/Testbase) Spelling skills are still an area for development with a focus on NC spelling lists being evidenced in children's written tasks. **Sound Training** lessons were used to support phonemic knowledge in preparation for KS2 SATs. KS1 continue with daily Guided reading practices supported in small groups (including daily reading homework tasks)

Redrafting and editing skills are promoted regularly with a focus on the formality of writing and appropriate Grammar and punctuation skills being applied as part of the editing process. In KS2 new methods for the whole-class teaching of reading skills continue to produce strong evidence with daily class reading lessons and an increasing variety of tasks.



Book Talk—this involves discussing characters' actions and story plot. It includes making predictions and using inference.

Group work to discuss and define tricky Vocab



Monitoring and Evaluation of Literacy to Support School Self Evaluation

Reading Book Bands are tracked and show regular progress with records showing movement through the range of levels. More reading resources will be added at the higher levels.

Making presentations in assemblies.

Methods for rote learning spelling patterns to supplement phonics skills are used. Clear strong teacher knowledge of grammar terminology is shown with a focus on applying suitable grammatical structures writing for real purposes when editing and redrafting. Emphasis is on developing methods in addition to phonics.



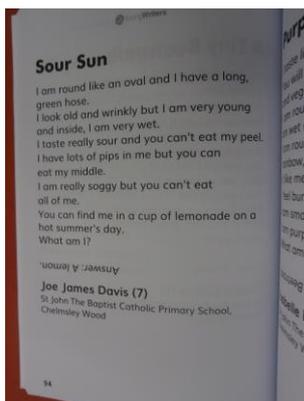
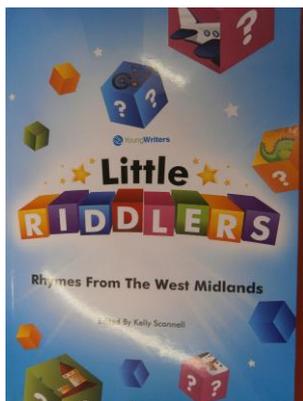
Pupils interviews and book monitoring reveal a positive picture with most children taking care with their work. Spring observations focused on "Reading skills". High expectations are clear through a consistent approach to the explicit teaching of specific individual reading skills across KS2. Reading journals and checklists are providing a good range of evidence and show areas to revisit or support. We are extending more whole class teaching of reading skills in KS1 to support the daily guided group sessions.

Sharing Reading



Assessment for Learning in English

The marking and feedback is for reflection and follow-up action; children respond in purple pen. Children journalise their understanding in SPAG notebooks and use spelling logs for weekly testing. A detailed record system is in place with checklists in books for writing skills which are referred to for planning future teaching and to monitor improvement (these are completed by children and teachers) They cover all domains and are supported by reading and writing scales to monitor skills-progress. Termly SPAG and Reading formal tests are used to monitor learning and to support Pupil Progress judgements. More formative and detailed tests will be added this year.

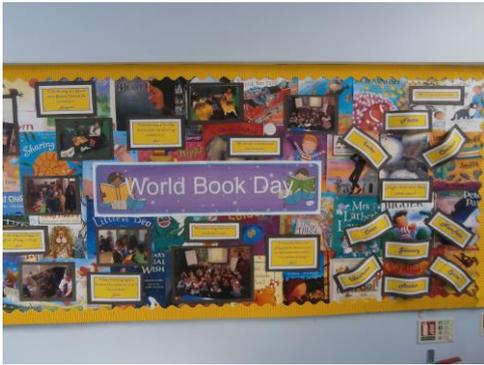


Published poetry from Year 2

Poetry Recital in Y4



School Events have included World Book Day; Summer Reading Challenge; Class stories; KS2 Drama production and the Sound Training programme.



Debating challenge between Y6 and Y5. SPEAKING AND LISTENING



Characters receiving advice or questions from the "Conscience Alley".

Drama games in Y6



Children enjoyed the challenge and gave an amazing performance. "I have learned to speak loudly and confidently."



Year 6 production of Grease 2018

