**Subject Headlines:**

* KS1 Reading over last 3 years (76) 83 (75) 73 (75) 78 (25) 32 (26) 35 (25) 30
* KS1 Writing over last 3 years (68) 70 (70) 73 (69) 65 (16) 25 (16) 27 (15) 20
* Year 1 phonics disappointing – predicted 81% achieved 75% 8% below national threshold
* KS2 Reading over last 3 years (71) 87 (75) 89 (73) 77 (25) 34 (28) 37 (27) 27
* KS 2 Writing over last 3 years (76) 79 (78) 92 (79) 87 (18) 15 (20) 27 (21) 21
* KS2 Spag over last 3 years (77) 89 (78) 92 (78) 90 (31) 23 (34) 45 (36) 34

**Subject Strengths:**

* CTs’ subject knowledge in line with the new curriculum
* Subject leader focus on developing skills and creativity
* Children making better than good progress from starting points
* Outstanding presentation in books – take pride in learning a wide variety of experiences in English
* English focus in Zoo project Summer 2019 was fantastic and outcomes outstanding for all classes.
* Author visit by Chloe Daykin and planned for Michelle Harrison and
* Authors at Work books – children get to choose what they want to write

**Areas of development:**

* Review of phonics – RWI updated training
* Vocabulary focus in each class – Know, Show, Grow concept in every class
* Whole class reading in KS2 – new books purchased and plans written
* Daily reading for pleasure across school – children reading **and** being read to
* #25OtherBooksTo Read focus to encourage a wider selection of books
* Development of drama and Dilemma based learning following on from Zoo Project last year

**2. Curriculum & Book Monitoring**

* September 2019 long term planners reviewed and updated
* Coverage of NC evident with many opportunities to extend
* Reading focus more evident - use of vocabulary to extend
* Book scrutiny shows a wider range of writing opportunities but with some discrepancies between classes in Y3 and 5. Feedback moves children on and encourages self editing and review
* PP children making good progress from starting points

**4. CPD/ staff meetings**

* RWI training updated for all infant staff
* Early reading lead rebanded all KS1 reading books
* All KS1 children reassessed for matching books to phonics stage
* Focus on vocabulary during Endpoints INSET
* Spelling Staff meeting
* SPAG staffmeeting delived by KM (Y6)
* Bottom 25% readers focus since December 2019 – smaller guided reading groups,
* Whole class reading modelled by Subject Leader for NQT and RQT
* English Lead also an SLE for English

**3. Assessment**

* All year groups using head start assessment for reading every term. Results analysed by class teacher and issues brought up in Pupil Progress meetings. All recorded on target tracker.
* Writing assessed by CT ongoing and using Authors at Work books for independent work (not marked) All recorded on target tracker
* Identifies gaps in performance/ areas of weaknesses with teachers/classes/children within the curriculum.
* Support them with planning and provide staff training.
* Internal and external moderation
* Y2 and Y6 using Assessment Framework for End of KS

**7. Raising profile of subject:**

* Whole class reading
* Author communication & #25OtherBooksToRead
* Vocabulary displays
* New library areas
* G&T writing event for years 3 and 4
* Spelling Bee
* World Book Day
* Book drives
* Book Fair and Sponsored Read-a-thon

**What happens in English at Woodfall?**

**1. Learning Walks & Observations/ Coaching**

* Regular learning walks to look at vocabulary and reading and their impact
* Class displays show focus on vocabulary but some classes still need more work
* Subject leader has worked with Y2, Y3 and Y5 teachers to plan specific teaching blocks, revisit long term planners and find new texts.
* NQT and RQT receive ongoing support for English planning from subject leader – observations, time planning, moderation and marking.

**6. Governor Link**

* Regular meetings with governor to discuss data, pupil voice.
* Asks challenging questions and are accountable for their part here.

**5. Parent Links**

* Curriculum information evening
* Year group Key Skills booklets
* Reading Workshops
* Updates on interventions/IEPs/Targets