

<b>Priority:</b> <b>English</b>	<b>Curriculum Leader: L. Hill</b>	<b>Date: 2022 – 2023</b>
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**Maintenance targets and strengths:**

The quality of education provided at our school is exceptional and senior leaders ensure that the school’s curriculum intent is embedded securely and consistently throughout the school. Our English curriculum has three distinct but interwoven strands – phonics, reading and writing. Each curriculum journey has been planned to enable pupils to develop their skills, knowledge and understanding as they move from Nursery through to the end of Key Stage One. It is vibrant, diverse and inclusive and ensures pupils move on from our school with experience of a broad range of high-quality literature, excellent speaking and listening skills and the ability to apply their phonic knowledge to read and write independently.

The curriculum is planned within the context of the Early Years Foundation Stage Framework and the national curriculum and has been carefully planned and sequenced, allowing coherent progression towards defined end points and equipping pupils well for their next stages in education. Teachers provide highly differentiated learning experiences to ensure all pupils can access learning and make expected / greater than expected progress from their starting points. Formative assessment enables teachers to adapt their planning and identify pupils at risk of falling behind. Accurate teacher assessment, high quality marking, SMART targets and verbal feedback enable pupils to make rapid progress, while not becoming burdensome for teachers. High-quality, well-structured interventions are established across all strands of the English curriculum, with a focus on supporting pupils with special educational needs and / or disabilities (SEND) and disadvantaged pupils.

Prior to Covid, all groups of pupils achieved well across the curriculum and high standards were maintained, with results in line with or above national averages. 2021-22 is the first set of statutory assessments since the pandemic. Whilst data should not be compared to previous years, and/or with Local Authority or national averages, it is an important part of school improvement to build on prior results. Although the assessment outcomes for the last academic year showed many successes, especially when compared to post-Covid baselines, they also highlighted challenges, especially for disadvantaged pupils and pupils with SEND.

Regular training and development sessions focused on English are planned within staff meetings and inset days, so all staff have an excellent knowledge of our curriculum and pedagogical approaches to teaching phonics, reading and writing.

### Development targets:

- To ensure that the standard of teaching and learning across the school continues to be at least good, with much that is outstanding, in order to raise outcomes at GLD in EYFS, and in phonics, reading and writing in KS1.
- To ensure that rigorous and robust phonics teaching supports the development of early reading skills in EYFS and KS1 and the school's systematic, synthetic phonics programme is embedded and having a positive impact on outcomes in phonics across the school.
- To ensure that robust systems are in place to enable lowest 20% of children in each class and children with SEND to reach age related expectations in reading and writing.
- To promote spiritual, moral and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To narrow the gap in progress and attainment between differing socio-economic groups.
- To continue to provide and develop inclusivity within the provision provided by the school.
- To provide training and support to new members of staff in phonics, reading and writing.
- To review, improve and update English support materials for parents / carers on the school website.
- To review and update the writing curriculum journey, following a year of the curriculum 'in practice'.
- To review and update the English and Phonics policies.

### Key priorities in SIP 2022/23:

**Priority 1:** To raise attainment across the school for the lowest 20% of children by further enhancing our curriculum to address any gaps.

**Priority 2:** To further embed equalities, representation and inclusivity throughout the school such that every pupil and staff member recognises their value within the community.

**Priority 3:** To raise whole school attendance so that it is line with or better than national expectations of 97%.

**Priority 4:** Ensure current staff are secure with new roles and responsibilities and induct new staff so that they are fully aware of, and equipped fully to embody, the school's ethos, policies, curriculum and expectations.

<b>Speech, language and communication</b>	<b>Input, activities and tasks</b>	<b>Timescale</b>	<b>Cost / budget / resources</b>	<b>Monitoring</b>	<b>Success Criteria</b>
<p>EYFS specific: Children’s imagination, speaking and writing is built on, through enhancing the rich language environment.</p>	<p>Continue to develop story telling skills through a ‘Talk for Writing’ approach and use of ‘Mighty Writer’.</p> <p>Audit of small world and role play resources, including enhancements, purchasing new resources where required.</p> <p>Review story sacks and establish puppet play.</p> <p>Early identification of speech, language and communication needs, through WELLCOMM assessments, with intervention provided by support staff. Training and support for staff in delivery of speech and language interventions</p>	<p>Autumn 1 – ongoing</p>	<p>£250 resources</p>	<p>Headteacher English leader EYFS leader</p>	<p>Children are able to use an increased vocabulary within their speech and writing.</p> <p>Children’s imagination and speaking skills are reflected within their writing.</p> <p>Outcomes at the end of Reception in writing and speaking are above national averages.</p> <p>High quality role-play and small world areas enable children to use their imagination.</p>
<p>Ensure opportunities for children to develop their speech, language and communication skills are embedded within the curriculum.</p>	<p>Introduce a ‘Poem / Text of the Week’ in all year groups. Pupils will practise reading / reciting the text every day to learn it by heart. Each year group will be given an opportunity to perform in whole school assemblies.</p> <p>Year groups to create a list of suitable texts to ensure there is progression and no overlap.</p>	<p>From 2<sup>nd</sup> half of autumn term</p>	<p>Staff meeting time</p>	<p>English leader Headteacher Year group leaders Assemblies Planning</p>	<p>Pupils develop their oracy skills and improve their concentration and focus.</p> <p>They are confident to perform in front of others.</p>
<p>Swift identification of pupils falling behind with their speech, language and communication</p>	<p>Undertake Baseline assessments, including Wellcomm assessments, for all pupils new to the EYFS provision to identify gaps in their language and communication skills.</p>	<p>From autumn 1</p>	<p>Time</p>	<p>Class teachers EYFS leader</p>	<p>Pupils develop their language skills rapidly – including pupils with EAL. Gaps are narrowed and closed over time.</p>

<p>skills. Provide targeted intervention to narrow and then close gaps over time.</p>	<p>Provide additional speech, language and communication support through targeted language interventions for children identified as falling behind, especially in the EYFS.</p>			<p>Wellcomm assessment records Pupil progress meetings Learning walks / observations</p>	
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**Mid-year review**

*Awaiting update from Lisa Dacombe*

<b>Phonics</b>	<b>Input, activities and tasks</b>	<b>Timescale</b>	<b>Cost / budget / resources</b>	<b>Monitoring</b>	<b>Success Criteria</b>
<p>Ensure that the school's systematic, synthetic phonics scheme is embedded throughout the school and having a positive impact on outcomes in phonics so that the percentage of pupils achieving the expected standard in the national Y1 phonics screening check is at least in line with or better than the national average.</p>	<p>English curriculum leader to finalise the school's bespoke phonics programme and provide training for all members of staff (teachers and TAs) in the implementation of the programme, including the continued delivery of Phase 1 across all year groups. Resources made / purchased to ensure consistency of delivery across the school.</p>	Autumn 1	Teaching time / class cover costs £2,627 resource costs	English leader Class teachers	<p>All children are taught phonics using a consistent approach, supporting a reduction in cognitive overload for the lowest 20% of pupils.</p> <p>Children develop their phonic skills and knowledge rapidly and can apply these to decode text and spell.</p> <p>Children identified as beginning to fall behind are supported through targeted intervention to 'keep up' rather than 'catch up'. The percentage of pupils achieving the expected standard in the national Y1 phonics screening check is at least in line with or better than the national average.</p>
	<p>English curriculum leader to write a new phonics policy in line with the government's expectations for an SSP and the school's own phonics programme. Policy to be ratified by the Governing Body and shared with all members of staff (teachers and TAs).</p>	From autumn 1	Teaching time / class cover costs	English leader Class teachers	
	<p>English curriculum leader and headteacher to observe phonics teaching in each class to monitor the implementation of the school's bespoke scheme and ensure consistency and high standards. Focus on the lowest 20% of pupils to ensure they 'keep up rather than catch up'.</p>	From autumn 2	Teaching time / class cover costs	English leader Headteacher	
<p>Swift identification of children falling behind in their acquisition of phonics knowledge and skills. Provide targeted support to address their gaps so that these are narrowed and close over time.</p>	<p>Undertake phonological awareness testing and accelerated progress interventions with those pupils in Y1 that did not achieve a GLD at the end of EYFS, and those in Y2 that did not reach the expected standard in the Y1 phonics screening check, with special focus on the lowest 20%. Pupils to be supported by the school-led tutoring tutors.</p>	From autumn 1	Use National Tutoring Programme funding £6,060	KS1 teachers PPG leader School-led tutoring tutors	<p>Pupils' gaps are identified accurately and are addressed swiftly through bespoke interventions.</p> <p>Pupils make accelerated progress in the learning and are able to meet the expected standard in the national phonics screening check by the end of KS1.</p>

Parents / carers are well-supported to help their child develop their phonics skills and knowledge and use an approach which is consistent with the school's.	Review and collate phonics support materials on the school's website, including pronunciation videos, parent talks and an overview of the phonics planning.	From spring 1	Teaching time / class cover costs	English leader Class teachers Admin staff	Parents are able to access a range of high-quality support materials and resources to support their child's development in phonics.
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### Mid-year review

The English curriculum leader has sequenced and planned a bespoke phonics programme for the whole school, starting with phase 1 in Nursery and continuing until phonics for grammar and spelling in Year 2. The programme provides an overview of the knowledge and skills to be taught in each phase. This includes the essential skills of listening and phonological awareness that need to be embedded in phase 1. As the programme progresses, it details the letters and sounds to be taught within each phase, along with the high frequency and common exception words that pupils should be able to read and spell, based on the knowledge they have already secured. The programme provides daily lesson plans for each phase, following the best practice model – revisit and review, teach, practise, apply and assess. It provides pupils with regular opportunities to revisit previous learning, including the essential phonological awareness skills taught at phase 1. Whilst the programme is structured so that each phase is given a specific timeframe to be taught, there is flexibility for phases or parts of phases to be repeated in response to teacher assessment of pupils' progress.

Daily plans for phases 1, 2, 3 and 4 are complete. In phase 5, daily plans are complete for teaching new grapheme phoneme correspondences (GPCs) and alternative spellings. Daily plans for alternative pronunciations are being put together each week by the Year 1 teachers, following the teaching sequence provided by the English curriculum leader. Daily plans for phonics for grammar and spelling, which combines phase 6 and appendix 1 and 2 from the national curriculum for English, are being put together each week by the English curriculum leader, following an overview teaching sequence.

At the start of the year, the English curriculum leader set up smart board templates for each phase, to ensure phonics lessons are presented consistently across the school. Teachers have adapted the template for their daily lessons and saved the files, along with activities and worksheets, to build a large bank of fully prepared lessons that can be used again and again. Phonics resources have been replenished across the school, so all year groups have access to displays, mnemonic cards, games and word cards for each phase that they will teach or may need to revise. School-led tutoring tutors have their own set of resources, to ensure consistency when pupils attend interventions or keep up sessions. The champions access the weekly planning to ensure interventions and keep up sessions revisit lessons precisely. A key element of the phonics programme is to reduce cognitive overload for pupils, to enable them to learn key phonic skills. Securing consistency in planning, presentation of lessons, displays, resources, activities and worksheets enables pupils to focus on the phonics first and foremost.

The English curriculum leader created a new phonics policy to explain the rationale behind our phonics programme, give an overview of teaching and learning within the phases and provide guidance to teachers and support staff on the delivery of phonics sessions, whether whole class or with small groups of pupils. The policy

was shared with teachers during a staff meeting at the start of the year, alongside the phonics section of *The reading framework: teaching the foundations of literacy*, DfE, July 2021.

The English curriculum leader conducted a learning walk in Reception at the start of the spring term, focusing on the implementation of the new phonics policy and bespoke programme. The learning walk looked at attitudes towards phonics, the learning sequence, the balance of reading and writing, displays / working walls, resources and scaffolds and phonics vocabulary / enunciation. The English curriculum leader found all areas to be very good or outstanding, with the following key strengths:

- 5-part learning sequence followed so pupils have the opportunity to revisit previous learning, learn a new sound / word, practice and apply their new learning.
- High expectations of pupils and positive attitudes towards phonics.
- Excellent enunciation of sounds and modelling of agreed vocabulary.

Learning walks were planned to take place in Nursery, Year 1 and 2 during the spring term, but these had to be postponed due to staff absence and a two-day Ofsted inspection. During the inspection, the English curriculum leader accompanied the lead inspector when observing phonics in all classes in Reception, Year 1 and Year 2. This was followed by a deep dive into early reading and phonics. Feedback from the inspector was highly complimentary. She noted the consistency of phonics across the school and the targeted support that is given to pupils who are at risk of falling behind. She was impressed with the daily keep up sessions that are in place, as well as the intervention sessions for targeted pupils, and how these are used to improve outcomes for the lowest 20% of pupils.

In September, phonological awareness assessments were undertaken with pupils in Year 1 that did not achieve a GLD at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check. These were conducted by the school-led tutoring tutors, who identified gaps and shared these with class teachers. Bespoke interventions were planned, including phase 1 activities to develop phonological awareness, to support these pupils to make accelerated progress. All of the identified pupils have made good progress and are working one or two phases above their starting points.

End of year predicted results for Year 1 in the phonics screening check see an improvement from last year:

- All pupils achieving threshold mark – 87% (75% last year)
- PPG pupils achieving threshold mark – 60% (50% last year)

End of year predicted results for Year 2 in the phonics screening check see a slight drop from last year, but an improvement for PPG pupils:

- All pupils achieving threshold mark – 82% (90% last year)
- PPG pupils achieving threshold mark – 68% (60% last year)

#### Reception phonics assessments – percentage of pupils secure at Phase 2 / 3 / 4

Phonics workshops for parents and carers have taken place in Reception and Year 1. The school website has been updated to remove mention of Letters and Sounds, which has been replaced with phonics, to ensure clarity and transparency. The new phonics policy and curriculum journey have been uploaded on to the

website. The English curriculum leader is planning to liaise with the school business manager regarding changes to the website and how the current phonics resources can be collated in one place, to make it easier for parents and carers to access.



Reading	Input, activities and tasks	Timescale	Cost / budget / resources	Monitoring	Success Criteria
<p>Children develop their fluency as readers to improve their comprehension and sustain their concentration when accessing longer texts, so that the proportion of pupils reaching the expected standard in reading is at least in line with the national average at the end of EYFS and KS1.</p>	<p>Three teaching staff (Reception, Y1 and Y2) to attend the 'Herts for Learning Reading Fluency Expo 2022 - The Power of Reading Fluency Instruction' training and cascade to teachers and TAs. Key focus on 'Rhyme and Rhythm' and 'Reading Fluency in the Classroom.'</p>	Autumn 1	£300 training £28 reading fluency book	Headteacher English leader	Pupils will develop their pace and expression. This will aid them in accessing longer texts and support them in reading with greater fluency and understanding as they progress from needing to use their phonics skills to decode words.
	<p>Introduce a 'Text / Poem of the Week' in all year groups. Pupils will practise reading the poem every day to develop fluency and prosody (rhythm, expression and intonation) and reading rate.</p>	Autumn 2	Time	Class teachers	Pupils' stamina for accessing age-related texts at the end of Year 2 will increase. The proportion of pupils reaching the expected standard in reading at the end of EYFS and KS1 will be at least in line with the national average.
	<p>Introduce Daily Word Ladders for Fluency in KS1, promoting reading, comprehension, vocabulary and spelling.</p>	Spring 1	£50 books	KS1 teachers	
<p>Children develop their enjoyment of reading and improve their comprehension skills to secure better outcomes as independent readers.</p>	<p>Develop the existing Pie Corbett Book Spines to include more high-quality texts, with a focus on books that promote diversity and inclusion. Allocate staff meeting time for year group staff to look at and agree suitable texts for their year group spine.</p> <p>Provide significant exposure to a text by sharing a book a week from the Book Spine, across a year group, through a structured, modelled, whole class approach (daily); for example, Day 1: teacher to model reading with pace and expression to the class; Day 2: explore the vocabulary; Day 3: respond to the text by answering a range of questions about the text; Day 4: give personal response.</p>	From autumn 1	£600	English leader Class teachers Reading planning files	<p>Children learn to engage with and respond to a text through a modelled approach, supporting them to do this independently. As a result, pupils develop their engagement with reading; comprehension skills, and understanding and use of vocabulary, securing better outcomes in reading.</p> <p>Pupils and staff are represented in the books that are shared in school.</p>

	Ensure that duplicate copies of the text are available in class book boxes so that pupils can access and read the text themselves.				
Staff are aware of the impact of images and texts used reflecting diverse ethnic heritage and inclusion.	Key texts are identified for each year group and added to class Reading Spines and book corners.  More dual language texts to be purchased for general use in the classrooms.  Audit reading schemes to ensure they represent inclusivity and cultural diversity.	Autumn 2 – ongoing	£200	English leader Learning walks / book monitoring shows diversity of images and texts being used	Images / texts shown in school reflect diversity in our community. A greater proportion of texts contain characters which reflect the ethnic heritage of children in our school.
Swift identification of children falling behind with their reading skills. Provide targeted support to address their gaps so that these are narrowed and close over time.	Undertake reading interventions with those pupils in Y1 that did not achieve a GLD at the end of EYFS, and those in Y2 that did not reach the expected standard in the Y1 phonics screening check, with especial focus on the lowest 20%. Pupils to be supported by the school-led tutoring tutors.	From autumn 1	Use National Tutoring Programme funding £6,060	KS1 teachers PPG lead School-led tutoring tutors	Pupils' gaps are identified accurately and are addressed swiftly through bespoke interventions.  Pupils make accelerated progress with their reading skills.
Parents / carers are well-supported to help their child develop their reading skills and knowledge and use an approach which is consistent with the school's.	Review and collate reading support materials on the school's website. Include story videos, links to online stories and reading tools, parent talk videos and information about upcoming / past reading events; for example, Stay and Read.	From spring 1	Time	English leader Class teachers Admin staff	Parents are able to access a range of high-quality support materials and resources to support their child's development in reading.

**Mid-year review**

In October, teachers from Reception, Year 1 and Year 2 attended the Herts for Learning Reading Fluency Expo 2022 – The Power of Reading Fluency Instruction. The webinar took place over a day and teachers attended sessions on talk for reading, rhyme and rhythm, putting theory into practice, the role of reading fluency in children’s vocabulary development and effective fluency instruction for struggling readers. The day was very insightful, particularly the sessions on rhyme and rhythm and effective fluency instruction. The session on rhyme and rhythm focused on the importance of sharing nursery rhymes, songs, rhyming stories and short poems to build the foundations for reading, as these help children to develop their phonological awareness, particularly rhyming and alliteration, sentence segmentation (the recognition of words in a sentence) and syllables in words. The session on effective fluency instruction for struggling readers, led by Dr Tim Rasinski, Professor of Literacy Education at Kent State University, explained what reading fluency looks like in the classroom and modelled how to teach it to have maximum effect on pupils’ outcomes in reading.

Both of these sessions were shared with teachers at a staff meeting, who were inspired to try reading for fluency in the classroom. In their year groups, teachers chose their ‘Text / Poem of the Week’, a selection of short rhymes, poems and texts for the children to learn by heart. Each week, pupils focus on a text or poem and practise reading it every day to develop fluency and prosody (rhythm, expression and intonation) and reading rate. The response from pupils has been extremely positive and they are very keen to perform what they have learnt at the end of the week, individually or as part of a group. Each week, a class is given the opportunity to perform a piece of text to the rest of the school during assembly. As well as improving pupils’ fluency and prosody, reading for fluency is giving pupils the opportunity to build their speaking and listening skills, and their confidence to perform in front of an audience. Pupils in Year 2 are accessing longer texts in their independent reading, as they have built up their fluency and stamina. In guided reading sessions, pupils read with expression, which allows them to make sense of the text and character’s feelings and emotions.

Following on from the Reading Fluency Expo, the English curriculum leader purchased key texts by Dr Tim Rasinski. A range of activities to develop reading fluency in classroom will be shared in staff meetings, so teachers can plan different ways to ensure pupils remain engaged. Additionally, word ladders for fluency have been introduced in Year 1 and 2. Pupils start with a word and change one letter each time to create a new word, following a teacher given definition. The word ladders promote reading, comprehension, vocabulary and spelling.

Staff meeting time was allocated for year group staff to review their current reading spine and agree new texts to add. Staff focused on selecting high-quality texts that promote diversity and inclusion. Books were purchased and added to the reading spines. Children have responded very well to the new texts; for example, in Year 2 the book *Hair Love* was read to the class. A black pupil recognised her own hair was like that mentioned in the story and her classmates exclaimed how much they loved her hair and wanted theirs to be the same! Additionally, staff have audited our stock of phonetically decodable reading books to ensure they contain characters which reflect the ethnic heritage of children in our school. In the spring term, an equality advisor from Herts for Learning conducted a commissioned school visit to examine the equality and diversity practice in the school. The advisor noted in her report, “Every classroom ... visited displayed books representing wider diverse communities that were clearly in use as well as embedded into the lesson plans and curriculum aims.” Following on from the visit, the English curriculum leader has researched and purchased age-appropriate texts that represent the LGBTQ+ community and is trialling pupil’s response to the books in Year 2.

The English curriculum leader has introduced a reading spine planning and assessment pro forma, which teachers and support staff are using in KS1 to record the texts that have been taught and children’s responses to them. Pupils have significant exposure to one text each week, through a structured, modelled, whole class approach; for example, Day 1: teacher to model reading with pace and expression to the class; Day 2: explore the vocabulary; Day 3: respond to the text by

answering a range of questions about the text; Day 4: give personal response. As a result, pupils are very engaged with reading and enjoy having books that they may not be able to access independently read aloud to them. They have more opportunities to hear and discuss a wide range of text types and text themes, helping to expand their vocabulary and understanding of grammatical structure.

At the start of the year, the KS1 school-led tutoring tutors began work with pupils identified by teachers as at risk of falling behind in phonics and reading. This included pupils in Year 1 that did not achieve a GLD at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check, with especial focus on the lowest 20% of pupils. They undertook phonological awareness assessments with individual pupils, assessed their current phonic phase knowledge and reading of the Year 1 and 2 common exception words. The assessments were used, alongside teacher knowledge, to set smart targets for individual pupils. Short, intensive intervention sessions were timetabled for small groups of children, focusing on phonics for reading and reading comprehension.

The school-led tutoring tutors ran intervention sessions throughout the year and kept full records of actions, achievements and progress. They provided a range of support, including:

- Interventions to close gaps in learning;
- Pre-teach sessions to boost confidence and knowledge prior to whole class teaching;
- Keep up sessions to revisit whole class learning;
- Individual support with phonics;
- Individual support with reading;
- Statutory assessment preparation.

Class teachers regularly reviewed individual targets with the tutors and intervention sessions were adapted according to the needs of the pupils. In Year 1, this included supporting children to use their decoding skills to read pseudo words in the lead up to the phonics screening check. In Year 2, this included preparation for the end of KS1 assessment papers. As of May 2023, the school-led tutoring tutors had delivered 475 hours of targeted support to pupils identified as at risk of falling behind, including 33 disadvantaged pupils.

Governors and volunteers continue to come into school each week to read with pupils in different year groups. This is gratefully received by staff and children, who relish the opportunity to sit quietly and discuss their reading book with a familiar adult.

End of year EYFSP predicted results remain the same as last year, with a small improvement for PPG pupils:

- Pupils achieving GLD – 47% (47% last year)
- PPG pupils achieving GLD – 29% (14% last year)

Reception reading at expected level at end of year – percentage of pupils

End of year Key Stage One predicted results see an improvement from last year:

- Pupils achieving the expected level and above – 66% (63% last year)
- PPG pupils achieving the expected level and above – 42% (35% last year)

The English curriculum leader is planning to liaise with the school business manager regarding changes to the website and how the current reading resources can be collated in one place, to make it easier for parents and carers to access.

<b>Writing</b>	<b>Input, activities and tasks</b>	<b>Timescale</b>	<b>Cost / budget / resources</b>	<b>Monitoring</b>	<b>Success Criteria</b>
Ensure that the school's writing curriculum supports pupils to secure age-related outcomes in writing, so that the proportion of pupils reaching the expected standard in writing is at least in line with the national average at the end of EYFS and KS1.	Review gaps in children's writing skills across the school and cross-reference to the school's writing curriculum journey. English curriculum leader to work with teaching staff to address the gaps through curriculum planning and update the writing curriculum journey accordingly. ½ day Inset.	Spring 1	£500 Cover costs	SLT English leader Class teachers	The school's writing curriculum is reflective of the current needs of pupils in school. As a result, they are able to access learning that will bridge their gaps and help them secure outcomes at an age-related standard.  The proportion of pupils achieving the expected standard in writing at the end of EYFS and KS1 is at least in line with the national average.
	Governor Curriculum Committee writing scrutiny, including meeting with English leader to discuss the writing curriculum review and 'Big Write' observation / learning walk.	Spring 1	Time	SLT English leader Governors	Governors are up to date with the curriculum changes; they can see these in practice and review the outcomes. As a result, they are well-informed and able to hold school leaders to account for outcomes in writing.
Swift identification of children falling behind with their writing skills. Provide targeted support to address their gaps so that these are narrowed and close over time.	Undertake writing interventions with those pupils in Y1 that did not achieve a GLD at the end of EYFS, and those in Y2 that did not reach the expected standard in the Y1 phonics screening check, with especial focus on the lowest 20%. Pupils to be supported by the school-led tutoring tutors.	From spring 1	Use National Tutoring Programme funding £6,060	KS1 teachers PPG lead School-led tutoring tutors	Pupils' gaps are identified accurately and are addressed swiftly through bespoke interventions.  Pupils make accelerated progress with their writing skills.
Parents / carers are well-supported to help their child develop their	Review and collate writing support materials on the school's website. Include links to online stories and	From spring 1	Time	English leader	Parents are able to access a range of high-quality support materials and

writing skills and use an approach which is consistent with the school's.	writing tools, parent talk videos and information about upcoming / past events.			Class teachers Admin staff	resources to support their child's development in writing.
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### Mid-year review

At the start of the year, the English curriculum leader met with year group leaders to review the writing curriculum journey, following on from a year of implementation. Year group leaders had annotated their plans as units of work had been taught, noting any changes to learning objectives, key texts and assessment. In particular, regular opportunities for revision, activation of prior learning and retrieval practice were noted. The English curriculum leader collated this information and checked learning objectives to ensure full coverage was maintained. The writing curriculum journey was updated to reflect the changes.

The governor curriculum committee have conducted learning walks in every year group, focused on phonics and reading. The governor with responsibility for English has met each term with the English curriculum leader to receive an update and ensure she is well-informed on progress and improvements in the subject. These meetings have included discussions about the termly Big Write theme and she has had the opportunity to see some of the activities related to this first-hand. Stimuli this year included a giant beanstalk erupting on the playground and a visit from a variety of owls. Additionally, the governor curriculum committee have looked at the Writing Progress Books, where the Big Write pieces are collated. The Year 2 books will also be available for governors and staff to enjoy at the final twilight session of the year, so they can see the incredible progress that is made in writing from Reception through to the end of Year 2.

At the start of the year, the KS1 school-led tutoring tutors began work with pupils identified by teachers as at risk of falling behind in writing. This included pupils in Year 1 that did not achieve a GLD at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check, with especial focus on the lowest 20% of pupils. They undertook phonological awareness assessments with individual pupils, assessed their current phonic phase knowledge and reading / spelling of the Year 1 and 2 common exception words. The assessments were used, alongside handwriting and independent writing samples, to set smart targets for individual pupils. Short, intensive intervention sessions were timetabled for small groups of children, focusing on phonics for spelling, letter formation and sentence structure.

The school-led tutoring tutors ran intervention sessions throughout the year and kept full records of actions, achievements and progress. They provided a range of support, including:

- Interventions to close gaps in learning;
- Pre-teach sessions to boost confidence and knowledge prior to whole class teaching;
- Keep up sessions to revisit whole class learning;
- Statutory assessment preparation.

Class teachers regularly reviewed individual targets with the tutors and intervention sessions were adapted according to the needs and next steps of the pupils. In Year 1, this included supporting children to develop their talk for writing skills using 'chatterbox', an initiative devised by the Year 1 tutor to encourage children to verbalise their ideas and support them to form coherent sentences. In Year 2, this included work on grammar and punctuation, and support to plan final Big Write pieces. As of May 2023, the school-led tutoring tutors had delivered 475 hours of targeted support to pupils identified as at risk of falling behind, including 33 disadvantaged pupils.

End of year EYFSP predicted results remain the same as last year, with a small improvement for PPG pupils:

- Pupils achieving GLD – 47% (47% last year)
- PPG pupils achieving GLD – 29% (14% last year)

#### Reception writing at expected level at end of year – percentage of pupils

End of year Key Stage One predicted results see an improvement from last year, although PPG pupils' attainment remains closely the same:

- Pupils achieving the expected level and above – 58% (49% last year)
- PPG pupils achieving the expected level and above – 33% (35% last year)

The English curriculum lead is planning to liaise with the school business manager regarding changes to the website and how the current writing resources can be collated in one place, to make it easier for parents and carers to access.



General	Input, activities and tasks	Timescale	Cost / budget / resources	Monitoring	Success Criteria
Ensure current staff are secure with new roles and responsibilities and induct new staff so that they are fully aware of, and equipped fully to embody, the school's ethos, policies, curriculum and expectations.	English curriculum leader to write a new phonics policy in line with the government's expectations for an SSP and the school's own phonics programme. English policy to be updated in line with SSP and changes to Early Years curriculum. Policies to be ratified by the Governing Body and shared with all members of staff (teachers and TAs).	From autumn 1	Teaching time / class cover costs	English leader Class teachers	All staff understand the school's approach to the teaching of phonics and English. They are fully equipped to follow the school's curriculum and teach lessons that are at least good, with much that is outstanding.
	<p>Training courses booked according to staff need. Information disseminated in staff meetings.</p> <p>23.1.23: Formative assessment in Early Years – to record or not to record? (Nursery)</p> <p>23.2.23 / 23.3.23 / 25.5.23: Writing in the Early Years – to the GLD and beyond! (Reception)</p> <p>29.3.23: Responsive teaching: assessment in everyday learning (KS1)</p>	Spring 1	Teaching time / class cover costs £350 training costs Staff meeting time Lesson observations	English leader Class teachers Headteacher	Class teachers are given opportunities to improve pedagogy and assessment of English. Key information from training sessions is shared with other members of staff.
Ensure that parents / carers are kept well informed of their child's attainment and progress.	Review reporting to parents so that reports provide parents with clear information about their child's progress, attainment and attitude to learning.	Summer 1	Time	Assessment leader SLT	Parents / carers have a clear understanding of what their child has achieved during the academic year.

### Mid-year review

The English curriculum leader created a new phonics policy to explain the rationale behind our phonics programme, give an overview of teaching and learning within the phases and provide guidance to teachers and support staff on the delivery of phonics sessions, whether whole class or with small groups of pupils. The policy was shared with teachers during a staff meeting at the start of the year, alongside the phonics section of *The reading framework: teaching the foundations of literacy*, DfE, July 2021. All staff have been given the opportunity to observe the English curriculum leader teaching phonics to support their understanding of the school's approach to teaching phonics.

The English curriculum leader has also been observed teaching phonics by the University of Hertfordshire students that have been training with us, and those training with the junior school.

Reception teachers and the Nursery leader attended a three-part training sequence focused on writing in Reception. The training suggested methods to support children to achieve the Good Level of Development (GLD) by the end of Reception and how greater depth can be achieved, while promoting a love of writing in the EYFS. Additionally, Reception teachers and the Nursery leader attended training on formative assessment, which examined best practice for assessment in the Early Years.

The English curriculum leader attended training on responsive teaching, which focused on assessment in everyday learning. The training provided valuable techniques and suggestions for assessing children throughout lessons, including ways of activating prior learning, using concept cartoons, true or false statements, asking open questions, questioning as retrieval practice, using questions on entry and exit and questioning at hinge points. This was shared with teachers during a staff meeting.

As part of her assessment leader role, the English curriculum leader reviewed the end of year report format alongside the government's guidance on reporting to parents. She researched the report format used by other schools and used these to create a more concise version than we had used previously. The report now includes a summary of the child's attainment in all curriculum subjects, in order that parents know where their child is in terms of the expectations for their year group. It also includes a section on preparation for learning, including attendance, behaviour and effort. The written part of the report is one page and is comprised of short sections on speaking and listening, reading, writing, mathematics and science and a longer personal comment on a child's achievements during the year. The new report format was agreed by all teachers and early feedback confirms that it has reduced workload considerably.