

Subject Self Evaluation Form

Subject: English

School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster. The proportion of pupils eligible for a free school meal is slightly below average although many families are on low incomes and need support through regular food banks and uniform referrals. The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits. We have identified that 20% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance. A significant minority of our families live in the flats surrounding schools in overcrowded, damp accommodation without access to a garden.

Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last five years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt 'The Wild Way home' was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity. Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject's strengths and areas for development well.

The school currently holds:

- The Healthy Schools' Enhanced Award
- Sports Mark – Platinum Award

- Music Mark
- Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

Baseline 2024

Word Reading 55% on track

Comprehension 68% on track

Writing 55% on track

Listening, Attention and Understanding 70% on track

Speaking 63% on track

Wellcomm:

Of children assessed:

7 children working 1 level below age related band

3 children working 2 levels below age related band

2 children working 3 levels below age related band (and 2 x SEND who could not access the assessment)

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



Intent

'English is the most important tool you'll ever need' (Benjamin Zephaniah- poet/writer). Our English curriculum aims to equip children with a strong command of the spoken and written word entwined with a love of literature.

Spoken language underpins reading and writing and is at the heart of our curriculum.

Talk develops children's thinking and our Inspire curriculum provides opportunities for children to discuss, elaborate and explain their ideas and understanding, make presentations, demonstrate to others and participate in debate. Alongside, children develop to become active listeners. Children also learn to express themselves creatively and imaginatively, communicating with others effectively and confidently.

Every child learns how to read with fluency and understanding and hears high quality text read aloud, including classic literature.

Reading extends children's knowledge, widens their vocabulary and develops their ideas. Our curriculum encourages and supports children to read widely and often, both for information and pleasure. Research shows that 'reading for pleasure can promote better health and well-being' and 'is a more powerful factor in life achievement than socio-economic background.' (The

Reading Agency) Indeed, through reading, children develop culturally, emotionally, intellectually, socially and spiritually.

Children write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

'Writing' as James Britton said, 'floats on a sea of talk,' and our children produce high quality written work based on this belief. Alongside purposeful talk prior to writing, pupils grasp punctuation, grammar and ambitious vocabulary, allowing them to communicate their ideas coherently and effectively.

Writing down ideas fluently depends on effective transcription. Children learn to spell quickly and accurately using a range of strategies and develop fluent, legible and eventually joined handwriting at speed. Children plan, revise and evaluate their writing thoughtfully and effectively.

Implementation

Phonics

- Phonics is our prime approach to the teaching of decoding and encoding to enable reading and writing.
- Our 'Phonics the KS Way' is a systematic, synthetic phonics programme which is used with fidelity and empowers children as young readers and writers. The sequence in which GPC's and tricky words are introduced, matches the progression in Bug Club Phonics.
- Our school phonics and spelling programme meets validation criteria
- Phonics is taught discretely each day from the beginning of Early Years to the point children are ready to transition to learn more traditional spelling patterns.
- Phonic sessions are whole class sessions, differentiated to ensure all children are effectively supported and challenged to develop their reading and writing skills. All children are exposed to the age-related content as identified by the National Curriculum (in the revisit and review and teach section of the session). This is followed by differentiated opportunities for children to practice and apply learning at an appropriate level, based upon effective assessment.
- Our teaching of phonics is focused on empowering children as young readers and writers and thus phonics teaching and learning should be a highly positive and successful process for all. To achieve this, we ensure lessons are engaging, purposeful and interactive
- Phonics sessions are engaging, interactive and multisensory, with children being 'active' participants in the learning for the majority of the session. This is achieved through use of active learning structures, carefully chosen games, and strategic use of resources to ensure children are busy reading (blending) and writing (segmenting) following clear adult models.
- Wherever appropriate a context is provided for reading and writing.
- Each lesson follows the four-part teaching sequence: Revisit/Review, Teach, Practice, Apply.
- One day a week focuses on the teaching of new tricky words and includes an extended written application of the week's learning.
- Although phonic lessons follow the four-part structure, in the very initial stages of the children's phonics learning (approximately weeks 1-3) in the Early Years, the content of the different lesson parts varies slightly from the one adhered to once blending has begun to be established. At this early stage many children need to secure oral blending

as well as grapheme recognition and formation in preparation for reading and spelling words.

- Children are assessed half-termly using our school phonic assessment system to allow us to identify gaps and track where children are in their phonic understanding. Gaps identified through these assessments are addressed either through whole class teaching or bespoke interventions.
- Children who are not making the expected progress receive bespoke interventions.
- Weekly phonics practice sessions ensure staff subject knowledge is strong and delivery is consistent; KS phonic procedures and videos have been developed and are regularly revisited and reviewed.
- Regular face- to face workshops, presentations and leaflets ensure parents can effectively support their children with their phonics and reading at home. Virtual presentations have also been produced and are available to all parents.
- Fluency assessment before children move on from phonically decodable books.

Reading

Literature Spine

- We believe that to become competent, engaged, excited readers, children need to be exposed to a broad range of high-quality texts.
- Narrative and non-narrative reading spines (including poetry) are deeply embedded in all year groups and reviewed each year. High quality, age-appropriate challenging texts have been carefully selected for each year group for every child to hear over a year. Texts ensure the 5 plagues of reading are addressed. (Lemov)
- In EY/KS1 we also have half termly, high quality enrichment text which support current learning. In KS2, we incorporate high-quality enrichment texts through our whole class guided reading texts.

Partnered Reading (EY/Y1)

Children in EYFS and Y1 participate in three partnered reading sessions a week using phonics bug books closely aligned to their phonic knowledge. Children read a text three times, each time with a different focus: to decode, to develop fluency and to comprehend (See Partnered Reading the KS Way document)

Whole Class Guided Reading (Y2- Y6)

We understand that reading is about much more than simply decoding words on a page and want all children to have the opportunity to read and understand high quality text. Our whole class guided reading sessions provide the opportunity for children to practice fluency, extend vocabulary, develop comprehension skills and engage in active discussion where they co-construct meaning from a text.

Individual reading – infants

- We believe individual reading offers children the essential opportunity to practice their developing skill with a skilled adult.
- Children in the infant school read with an adult in school at least two times a week.
- Children who need more frequent individual reading practice also read with our high quality school reading volunteers

- We believe that to become proficient readers, children need access to a vast range of appropriately challenging texts. To achieve this, we have invested in a range of high quality reading schemes, including eBooks which offer an excellent range of decodable texts of different genres and styles to appeal to all readers and develop the broad range of reading skills.
- **Phonically decodable books** Children will initially learn to read using phonically decodable books which are closely linked to their phonic knowledge. These books are numerically ordered to match the order in which phonemes are taught within our daily class phonic sessions. Children will be encouraged to reread these books to develop fluency and automaticity.
- **Rainbow readers** Once a child is secure in their phonics and applying this confidently to their reading they will progress to Rainbow Readers. These books are arranged into themes, with each colour of the rainbow being linked to a different theme e.g. books with yellow stickers are all about adventure. Children will select books from any of the themes they wish and will be given a rainbow to colour so they can keep a record of their choices. This record will be used by the child and the teacher to discuss their book preferences and to further develop independence and enjoyment in reading and selecting books.
- **Young Readers Books** in this section are organised by author, enabling the children to begin to develop library skills. Children will be able to select books by authors of their choice but will also be given a leaflet of recommended reads to support them in their decision making and help them to begin to recognise their own reading preference
- We understand the importance of regular reading practice at home. Children take a school reading book home each day and we work with parents to encourage them to read at home every night. Approaches to secure this vary depending on the needs of the cohort but may include reward schemes, written and oral reminders, parent workshops etc.

Individual Reading - Juniors

- We have invested in a range of high-quality text, both modern and classic to support the children in developing a rich vocabulary, alongside developing stamina and a broad range of reading skills.
- Informed by research and the expertise of our local English Hub, we have established our list of 'unmissable reads' for lower and Upper Key Stage 2 and continue to build and develop this. There are multiple copies of each book available, which include a sticker inside the front cover which recommends other high-quality books (one by the same author and a similar text) to support children and adults to recommend new books. We take a rigorous approach towards updating the high-quality texts available to the children in the library and those that are included in our 'unmissable reads'.
- **S books** Books in this section are organised by author, enabling the children to begin to further develop library skills. Children will be able to select books by authors of their choice but will also have access to a list of 'unmissable read' (gold or silver star) to support them in their decision making and help them to further understand their own reading preferences. Books at this stage require a higher level of reading stamina than the Young readers and the vocabulary and sentence structure is increasingly more complex. The content of these books is suitable for children from lower key stage two onwards.
- **S+ books** At this stage children are confident, avid readers who have developed effective library skills. Books in this section are once again organised by author and

children will be able to select books by authors of their choice. A list of 'unmissable reads' (gold or silver star) will be available to support them in their decision making and ensure children continue to read high quality, challenging text. The content of these books is suitable for children in upper key stage 2.

- There is also the opportunity to read to our reading dog.
- School reading volunteers read regularly with children who have been identified as requiring regular opportunities to read individually. This may be to support fluency, comprehension or enjoyment.
- Children with specific needs outside their year group have sessions each week with a specialist teaching assistant.
- We understand the importance of regular reading practice at home. Children take a school reading book home each day and we work with parents to encourage them to read at home every night. Approaches to secure this vary depending on the needs of the cohort but may include reward schemes, written and oral reminders, parent workshops etc.
- Leaders and two Teaching Assistants are trained in delivering the Hertfordshire Reading Fluency Project, which is an intensive eight-week intervention (twice weekly) targeted towards supporting children in KS2 who have been identified as having difficulties with their reading fluency. We carried out a piece of research into the effectiveness of the project with a group of Y5 pupils and found it improved their comprehension and confidence in reading out loud. The intervention is implemented with targeted children in Y5/Y6, identified by assessment.
- There is also the opportunity to read to our reading dog in Y3.
- Success in forming good reading habits is rewarded by children having the opportunity to gain their Bronze, Silver or Gold Reading Award each term.

Reading for pleasure:

Daily Story time

- We believe that reading for pleasure is an essential part of developing young readers and all children across the school enjoy hearing high quality text, including classic literature, being read aloud daily. In KS2 this is likely to be whole class novel whilst in EY/KS1 this is usually a high-quality enrichment text.

Library

- We have a welcoming, well stocked, whole school library and outdoor reading courtyard, designed through input from the children and staff,
- The library is a calm and inviting space, which promotes a love for reading through the provision of high quality, beautifully displayed books and regularly updated interactive book displays relating to different authors and themes. 7
- Children have daily access to a vast range of high-quality books that they can choose to take home, for their pleasure, in addition to their individual reading book.
- We have a qualified librarian who supports children in selecting books, encourages them to review books and purchases books requested by the children.
- It provides the space for children to read and choose books during playtimes and lunchtimes. Trained librarians in Y3-6 help to run the library.

Classrooms

- EY/KS1 classrooms have welcoming, well stocked book collections from which the children can select a book to take home and share with their family.

Events

- We fully embrace World Book Day: dressing up, creating characters, holding poetry competitions and welcoming authors and poets.
- Weekly mystery readers visit the infant classes (parents/ Y6).
- A weekly reading morning is held where parents come into class to share a book with their child in the infant school.
- Local library summer reading challenge
- Advent Book event (infants)

Writing

Talk 4 Writing

- The school has developed a 'Talk 4 Writing' approach to many aspects of teaching writing. This supports children to internalise a 'living library' of high-quality texts (fiction, non-fiction and poetry) which they can draw upon in their own writing.
- The teaching sequence follows a pattern: *imitation* where children learn a text, are immersed in it through role play, music, and concrete experiences, and engage with the written text on the page; *innovation* where children are supported to develop their own version of the text using carefully scaffolded innovations and *invention* where children utilise all of their experience of our broad and rich language curriculum to invent their own texts.
- Each year group has their own Writing Checklist which highlights the prior year and current writing expectations. (See T4W at KS and Writing Toolkits).
- KS1/KS2 use learning labels to help children focus on key areas in their writing e.g. for that text type.

Grammar and punctuation

- Grammar and punctuation are taught regularly and consistently from Early Years to Y6. (see KS Grammar and punctuation progression)
- Year group writing checklists include grammar and punctuation expectations for that year and the previous year.
- The current grammar and punctuation being taught (linked to the year group writing checklist) is modelled in the year group's high quality model texts.
- Grammar and punctuation is taught both implicitly as part of the talk for writing process (imitation stage) and discretely.

Vocabulary

- Each model text has focused vocabulary words, called 'yellow words' in our school, which form a progression through our school. The meaning of these words is taught and are modelled and practiced in sentences prior to the children being encouraged/expected to use in their own writing.

Spelling

- Spelling is taught regularly and consistently from Early Years to Year Six.
- Early Years and Year 1 begin by learning to spell common exception words correctly (words which cannot be phonetically encoded).
- From Year One, children begin to learn how to apply spelling rules and patterns, including exceptions to those rules. These patterns and exceptions follow the

expectations of the National Curriculum 2014 (see KS Phonics and Spelling Progression).

- We believe spelling is taught most effectively as part of interactive, engaging sessions, which take an investigative approach wherever possible.
- Success and progress in spelling is celebrated through weekly spelling tests in KS2 and half termly 'Big Spell' spelling assessments across the school, which allow children to earn certificates for their achievements.
- Appropriate interventions are put in place to support children who are identified in pupil progress meetings as not making the progress they are capable of.

Handwriting

- We believe good handwriting is the result of regular, focused and high-quality teaching sessions combined with consistent high expectations across all writing.
- We use the Penpals handwriting scheme across the school.
- In KS2, children work towards earning their handwriting pen and then pen licenses'. (See KS Handwriting procedures and LTP.)
- Children are encouraged and supported to take ownership of their own learning by offering them focused next steps for their writing. With support, they identify areas for improvement and work to demonstrate these in all of their writing.

Speaking and Listening

- We understand that speaking and listening are at the heart of communication and thus children's ability to engage with others. Children do not become effective speakers and listeners by accident and thus the direct teaching of effective speaking and listening skills are embedded in our school right across the curriculum.
- Oracy progression- Physical, Linguistic, Cognitive and Social and Emotional Skills
- Specific Oracy Outcomes identified in each year group – discussion, performance, presentation, debate, role play and improvisation.
- Talk Guidelines
- Frame it, Build on it, Prove it
- Vocabulary spine across all subjects
- Kagan strategies, learning partners and P4C provide opportunities for children to develop both speaking and listening skills.
- Children also have opportunities to speak and listen for a range of purposes e.g. class assemblies, circle time, role play.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best.
- Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability as we build strong relationships ensuring each child will thrive.

Impact

Early Years Outcomes

AOLD (Areas of Learning and Development) 2024	Achieved ELG (%)
Listening, Attention and Understanding	88%
Speaking	85%
Managing Self	93%
Building Relationships	95%
Self-regulation	92%
Gross Motor Skills	90%
Fine Motor Skills	88%
Word Reading	87%
Comprehension	90%
Writing	82%
Number	82%
Numerical Patterns	83%
Past and Present	87%
People, Cultures and Communities	87%
The Natural World	93%
Creating with Materials	90%
Being Imaginative and Expressive	83%

Year 1 Phonics Screening

A set of real and 'alien' words, which the children read to the teacher in the summer term. There are 40 words in total, with a pass threshold of 32 marks.

Sixty children took the check, with 58 passing and 2 children failing the check. The average score was 36.4 out of 40.

	2022	2023	2024	Provisional National Average 2023
% achieving required level	93.3%	97%	97%	79%

The children who did not pass the phonics check will be retested in Summer term of Year 2 and will continue with 1:1 / small group phonics at the phase appropriate to their learning.

In 2024, out of the 2 children who failed the phonics check in Year 1, both passed in Year 2.

The results remain high due to the highly skilful teaching of phonics throughout EYFS and Year 1. Reading remains a strength of the Infant school.

End of Key Stage One (Year 2) Outcomes

End of Key Stage One (Year 2) Outcomes

Attainment Results	2022	2023	2024	National Average 2023
% at or above the expected standard in reading, writing and maths combined	73%	72%	73%	55%
% at or above the expected standard in reading	88%	83%	88%	68%
% at or above the expected standard in writing	78%	73%	75%	59%
% at or above the expected standard in maths	81%	85%	88%	70%
% achieving a higher level of attainment in reading, writing and maths combined	22%	18%	20%	
% achieving a higher level of attainment in reading	37%	40%	48%	18%
% achieving a higher level of attainment in writing	24%	20%	28%	8%
% achieving a higher level of attainment in maths	31%	32%	40%	16%
Science Teacher Assessment	92%	88%	88%	

Strengths in Year 2

- A strong team is in place, with good TA support to work with this cohort, interweaving interventions throughout the school day
- Small group intervention in Handwriting, Maths, Phonics and Reading started in Autumn term and continued throughout the year.
- High quality teaching and learning took place in Year 2 with highly skilled and experienced teachers in both classes.
- One Year 2 teacher is a Key Stage 1 moderator, who visited 3 other schools to validate judgements.

These results are in top 10 per cent of the whole country.

End of Key Stage Two Results

End of Key Stage Two (Year 6) Outcomes

Attainment Results	2022	2023	2024	National Average 2023
% at or above the expected standard in reading, writing and maths combined	72%	83%	79%	59%
% at or above the expected standard in reading	87%	90%	88%	73%
% at or above the expected standard in writing	81%	88%	90%	71%
% at or above the expected standard in maths	84%	88%	85%	73%
% at or above the expected standard in grammar, punctuation and spelling	84%	90%	91%	72%
% achieving a higher level of attainment in reading, writing and maths combined	19%	23%	21%	8%
% achieving a higher level of attainment in reading	39%	58%	39%	29%
% achieving a higher level of attainment in writing	25%	32%	41%	13%
% achieving a higher level of attainment in maths	40%	38%	44%	24%
% achieving a higher level of attainment in grammar, punctuation and spelling	43%	49%	41%	30%

Progress Results	2022	2023	2024
Average progress in reading	+0.4	+2.7	*tbc
Average progress in writing	+0.6	+2.1	
Average progress in maths	+1.0	+1.2	

Average Scaled Scores	2022	2023	2024	National Average 2023
Reading	107	109	108	105
Maths	107	108	108	104
Grammar, Punctuation and Spelling	108	111	109	105

The results remained high in across all areas, especially at Greater Depth, with an uplift in Maths results due to interleaving maths arithmetic and reasoning lessons from January onwards.

In 2022 we received a monitoring visit during SATs week, with an observer from STA (Standards and Testing Agency) watching the process of delivering the GPS and spelling tests. The written report from this visit was glowing and made no recommendations for improvement.

In 2022 we were externally moderated in our writing judgements. With a writing moderator viewing 15% of our books to validate our judgements.

Significant developments in the subject

Reading

- Partnered reading was reviewed and refined in Spring 2021 as evidence supported the need for a fluency focus prior to comprehension focus in the reading cycle. We also developed our understanding of what fluency 'looks like' in each of the three reads.
- Individual reading books in EY/KS1 have been re-organised: phonically decodable /rainbow readers/ young readers (Summer 2020)
- Whole Class Guided Reading – implemented Sept 2020. After a review in Summer 2021, which included lesson observations, our WGCR sessions were refined to reflect best practice and the needs of our children (see implementation)
- Wordless books are now shared with children when they start EYFS, until they are blending and ready to read decodable books. The wordless books provide a great vehicle for language development.
- A team of staff across EYFS, KS1 and KS2 have researched and designed our new whole-school shared library space with input from all children through a whole school council meeting. Completed January 2021
- Gold star route established (unmissable reads) to support children in selecting and reading high quality texts.(Summer 2020)
- Leaders were trained to deliver an evidence-based intervention to support the development of fluency for children. Trialled with Y5-6 pupils in Spring 2020. Further training has been carried out for two Teaching Assistants who are running an intensive eight week reading intervention for 16 Y6 pupils with other teachers hearing the children read up to three times a week between sessions
- New phonics tracker assessment tool allows for even more effective tracking of progress and attainment and identification of gaps(Sept 2022)
- Fluency assessment introduced to ensure children are secure in their reading before moving to Rainbow Readers (Sept 2022)
- Phonic interventions follow a consistent approach which takes into account the theories of memory and cognitive load (Sept 2022)
- To encourage children to read regularly at home and diversify their choice of reading books and vocabulary, Reading Rewards were launched in Autumn 2022.
- Both English Leaders attended a 4 day Reading Comprehension course.(2022-23)
- Weekly 'Books, Buddies and Biscuits' sessions, run after school for targeted children in Y1/2, with the support of specific Y5 children. (Spring 2023)

Vocabulary

- Vocabulary – whole school training 2019/20. This continues to be a focus in 2021/22. CD has delivered training on the use of Kagan Structures to support explicit vocabulary teaching
- Vocabulary spine for all subjects developed (Summer 2021)

Writing

- Progression for editing established.
- All children in EY engage in narrative therapy to support their storytelling skills.
- In Autumn and Spring term, all EY children tell a story which is scribed by an adult and acted out by their peers.
- Y2, Y3 and Y4 use Essential Spelling (Herts) to support the delivery of our spelling curriculum.(started with Y2 cohort in Sept 2022)

Speaking and Listening

- Children in EY are assessed for speech and language using the Wellcomm assessment tool. This allows the class teachers to ensure QFT meets the needs of the children. In addition, we have a TA dedicated to providing intervention to those children who are significantly below age related expectations. (2021)
- Oracy progression established and introduced (December 2022)

Strengths

SAT spotlight, lead by Kerrie McGivern (SIP) 2nd February 2023

- Leaders and teachers have placed Reading at the heart of the curriculum: time is ringfenced for the sharing of quality texts and materials are thematically linked to pupils wider learning to develop an extended schemata.
- The curriculum is ambitious and has been designed to extend pupils knowledge and skills beyond NC expectations.
- Significant investment has been paid into the Library – with a committed and knowledgeable Librarian, a vast range of fiction and non-fiction works spanning a range of genre and pupils trained and supported to act as ambassadors in supporting and promoting reading
- Leaders continue to invest in providing high quality training to staff, including a thorough induction programme, regular phonics practice sessions (based on deliberate practice) and are creating a bank of video exemplars to further support staff and parents
- There is depth of understanding of how the lowest 20% of pupils are being supported through QFT, Flexible Grouping and Managed Interventions
- Leaders articulated how reading was being embedded across the wider curriculum with clarity

Ian Gunn(SIP) visited in May 2021. He carried out a deep dive into reading and writing; speaking to leaders, hearing children read and looking in English books (no observations due to Covid). He judged our reading and writing curriculum to be outstanding:

- *The attainment of the children in all measured areas is well above national average.*
- *Very clear and progressive curriculum in place for reading and writing*
- *Clear assessment schedules, resources and analysis of data collected in place.*
- *The school caters well for any pupils who are in the bottom 20%*
- *The pupils interviewed were eloquent and could talk with confidence and enthusiasm about reading in school. The books were well matched to the pupils needs.*
- *Subject leaders were clear about the school's vision and could articulate and evidence this with books and resources.*
- *The school has developed models of working that make year groups and the school very consistent.*
- *The school library is an excellent resource and shows the school's commitment to reading.*
- *The school must not underestimate the great practice that they take for granted as everyday routines.*
- *The writing books showed progress, consistency of approach and high standards.*
- *The start reading scheme is a really clever and effective way to engage pupils when choosing books.*
- *This is a school that should be sharing its practice with others.*

Our evaluation:

Curriculum

- Curriculum structure; clear expectations of coverage each term (phonics, spelling, writing genres, poetry and handwriting - based on NC 2014).
- Consistently excellent results. Well above national in Y1 PSC, Y2 and Y6.

Phonics

- Phonics procedures established- phonics the KS way
- Regular staff practice sessions.
- Parent phonic workshops and leaflets
- Consistently excellent results.
- Reading books closely matched to phonics teaching
- Bespoke interventions

Reading

- Narrative and non-narrative reading spines are deeply embedded in all year groups. High quality, age-appropriate challenging texts have been carefully selected for each year group for every child to hear over a year.
- Daily story time in all classes when high quality text read allowed
- Organisation of reading books: phonics, rainbow readers, young readers, S , S+
- Rainbow readers tracker (preferences) ,Young readers recommended reads, Gold Star route (S and S+ books)
- Parent reading workshop (Y6).
- Weekly parent/Y6 mystery readers to infant classes
- Whole class partnered reading in EY/Y1 which allows rereading of text for fluency. Text matched to phonics teaching
- Whole class guided reading from Y2 onwards.
- A substantial number of volunteer readers targeted to read with children that need support or who are not frequent readers.
- Timely and bespoke interventions e.g. KS2 fluency intervention
- Infant reading morning for parents
- Enrichment : world book day, visiting authors, therapy dog,
- Library – welcoming and accessed by all children. Run by a librarian. Well stocked, current titles.
- Some SEND children require a bespoke approach to reading and we endeavour to find and implement the approach which works for them e.g. one EHCP child is very much a sight reader (but cannot blend due to speech and language difficulties). Through the use of whole word reading and Oxford Reading Tree Books the child is reading text with enjoyment.

Writing

- Our approach to teaching is deeply embedded after our extensive work with Pie Corbett across the school resulting in high outcomes across a range of writing genres.
- Literature and poetry spine; spiral curriculum (e.g. revisiting story types).
- Adapted T4W to suit the needs of the school and year group; bespoke model texts
- Writing checklist (Grammar and punctuation) – progression from previous year.
- Writing Toolkits
- Consistent and progressive writing process (planning , through to publishing)

Speaking and Listening

- Oracy and vocabulary progression established
- Embedded across the curriculum e.g. Kagan, P4C.
- Introduction of Wellcomm assessment

The school has trained moderators in KS1 and KS2, who are able to use their expertise to support internal writing moderations. They continue to receive training updates and carry out external moderations

Areas for development

- Continue to monitor the impact of QFT and Interventions on the lowest 20% to ensure they continue to make outstanding progress fromn their starting points. (see phonics intervention folders/ CD/JP monitoring)
- To continue to assess the impact of Wellcomm on children's speech.
- To continue to develop ways to further encourage daily reading practice at home (Infants)
- To continue to ensure new members of staff (CT/TAs) are inducted into the KS way of teaching phonics and T4W
- To continue to monitor the implementation and impact of the oracy progression.
- In light of reading comprehension course, continue to develop whole class guided reading.

- Introduce the use of a visual text structure for non-fiction.
- Develop a new writing exemplification across the SAT trust(2023-24)

Monitoring and evaluation systems

At Katherine Semar, we believe that the most effective way to monitor the impact of our English policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in English:

- **Lesson Observations and Learning Walks**
 - Senior Leaders and Subject Leaders regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.
- **Internal and External Assessments**
 - In line with the school's assessment policy, each year group undertakes a range of internal and external assessments as appropriate to their age and stage of development. Data from these assessments is used to inform planning, teaching, interventions and adult support to ensure all children are making maximum progress.
- **Moderation**
 - We engage in termly opportunities to moderate writing with colleagues from within the school as well as working with networks of local schools.
- **Book Scrutinies**
 - Book scrutinies are carried out by subject leaders, Senior Leadership Team and whole staff.
- **Pupil Progress Meetings**
 - Pupil progress meetings are held between class teachers and senior leaders, at least termly. These review the progress of each child as an individual and ensure quality first teaching and relevant interventions ensure every child makes maximum progress.
 - In addition, subject leaders closely track the lower attaining readers across each cohort to ensure effective provision and maximum progress.
- **Pupil Conferences**
 - Every child from Year Two to Six has a learning mentor from the senior leadership team. They have individual pupil conferences each term which supports children to take ownership of their own learning, review their progress and set themselves development targets.
- **Governor Visits**
 - As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject make regular visits to school to monitor progress towards the school development plan.

- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, meetings with pupils, visits to subject specific celebration assemblies, book scrutinies and subject leader reports.
- **Pupil interviews**
 - Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of English at our school and their feedback actively informs subject development through our curriculum action plan.

SMSC

Spiritual

Provision for the spiritual development of pupils includes developing their:

- Look at stories which tell of achievement against the odds which have the capacity to inspire (Story of Billy's Bucket, The 3 Pigs).
- Hearing imaginative, mystical, fantasy stories which take them outside of the mundane (Harry Potter, Chronicles of Narnia).
- Writing portal stories which encourage them to imagine other worlds (e.g. based on Stone Age Boy).
- Playing with different forms of language and how words sound.
- Enjoying writing in various poetic forms about the natural and human made world.
- Listening to poetry (see core poetry spine).
- Working with storytellers, actors and writers to stimulate imagination and creativity.
- Expressing their personal thoughts views, beliefs, opinions and feelings especially through P4C.
- Empathising with the emotions of characters in stories including through imaginative play and role-play.
- Expressing their inner self in relation to others through drama.
- Using the senses.

Moral

Provision for the moral development of pupils includes developing their:

- Recognising and discussing the example set by good and bad characters in stories.
- Looking at persuasive writing and what influences it can have for good and evil.
- Hearing/reading stories with moral themes e.g. 'good over evil, weak over strong, wise over foolish'.
- Hearing and writing stories where there are two sides to an argument.
- Using writing frames for persuasive writing.
- Evaluating the influences of characters and plots on themselves.
- Dramatising situations which raise moral issues.
- PSHE discussions of behaviour and relationships.
- Discussion of right and wrong – moral issues in literature.

Social

Provision for the social development of pupils includes developing their:

- Hearing/reading stories about a wide range of relationships e.g. friendships, families, gangs, school.
- Hearing/reading stories which illustrate the influence of pressure groups e.g. Palm oil/ rainforest Year 5.
- Writing letters to 'important' people in local and national government.

- Learning to work co-operatively in groups for discussion and completing a task.
- Developing communication skills.
- Producing work for different audiences.
- Exploring gender issues in literature.
- Stories to create an awareness of a variety of life experiences e.g. deafness.
- P4C – speaking & listening.
- Group drama work - social issues.

Cultural

Provision for the cultural development of pupils includes developing their:

- Hearing/reading novels stories and poems from a variety of cultures and traditions.
- Using information books which reflect the multi-cultural nature of Britain.
- Talking and writing about the cultures they come from and their influence.
- Using stimulus from the arts (music, poetry, dance, drama, painting etc.) to produce discussion, various forms of writing and drama.
- Exploring a variety of creation stories.
- Awareness of issues such as stereotyping and equal opportunities in literature.
- Language and meanings in different cultures.

Training	
Date	Focus
5.9.17	Curriculum Bids
12.9.17	Vision Afternoon (SDP)
19.9.17	Visual Coding (SEN)
25.9.17	One Plans
9.10.17	Science/English Poetry
17.10.17	Parent Consultations
31.10.17	Christmas Production Planning
7.11.17	P4C / Learning Walls
14.11.17	Writing Across the Curriculum
16.11.17	P4C celebration day
4.12.17	English
18.12.17	End of term reflection
3.1.18	JB – Drawing and Talking Course
23.1.18	Reading
19.2.18	GS, KMo – Maximising the Impact of TAs
20.2.18	Espresso
6.3.18	P4C/Geography
13.3.18	English Pick and Mix
14.3.18	CDo – EYFS Transition to Y1
20.3.18	English Pick and Mix
26.3.18	HB- NQTs new to EYFS
27.3.18	Cluster Writing Moderation
17.4.18	Evolve / Key Stage Meetings (orders)
24.4.18	Cross-Curricular Writing
1.5.18	IPad Training
2.5.18	CDo – Raising Attainment for Disadvantaged Children
8.5.18	Key Stage Meetings
15.5.18	Monitoring Subjects
22.5.18	Cluster Writing Moderation
5.6.18	Key Stage Meetings
6.6.18	BMc – Valuing Vocabulary
12.6.18	Subject Leadership Review / Complete MME
19.6.18	New Class Organisation

26.6.18	Change over meetings
17.7.18	End of Year Celebration of Successes
3.9.18	INSET – Review systems, timetables etc.
12.9.18	LC, CDo, LM – Precision Monitoring
13.9.18	Memory
18.9.18	Precision Monitoring
9.10.18	Curriculum Leader Teams
19.10.18	Assessment for Learning
6.11.18	Writing Moderation
20.11.18	Joint Meeting with RAB – CPD
15.1.19	P4C
15.1.19	JA – Visual Coding
27.2.19	CD – English: How to teach handwriting in FS, KS1 and KS2
5.3.19	P4C
11.3.19	CD – Handwriting Workshop
12.3.19	AH, RA, GS – SLT Training
28.3.19	SIP Review Day
14.5.19	OFSTED Briefing
21.5.19	End of Year Reports / Cluster Writing Moderation
4.6.19	P4C
16.7.19	Next Year / Poetry Spine /PHSE – Zones of Regulation
November- March 2020	3 sessions on vocabulary led by B McCaughran
January 2020	WCGR- Fluency workshop
September 2020	Ashley Booth WCGR – B McCaughran
May 2021	Ian Gunn Deep Dive into reading and writing
May 2021	WCGR
May 2021	Reading Audit
September 2021	Explicit vocabulary teaching / Kagan
November 2021	Writing Moderation
November 2021	Deep Dive into EEF - early literacy report
November 2022	Oracy
June 2023	Grammar KS2
January – July 2023	Reading Comprehension (4 days) CD and EW
January 2024	Visual literacy
March 2024	Poetry workshop – Pie Corbett
January- July 2024	SAT Writing CPD

Enrichment

- P4C to teach oracy.
- Theatre trips e.g. Beauty and the Beast (Y1)
- Pantomime at Christmas - live theatre for whole school.
- World Book Day e.g. potato characters, poetry performance, dressing up as book characters, Masked reader
- Mystery Reader (Y6 or parents) for EY/KS1.
- Reading morning for EY/KS1.
- Visiting authors poets and storytellers.
- Competitions e.g. BBC 500 words.
- Summer Reading Challenge.