

## KS1 English Report to Governors 2016 – 2017

**Tracy Shaw**

### **Context:**

In Year 1, the 2014 curriculum for English has been followed since September 2014. Year 2 have been using the 2014 curriculum since September 2015. Since this time, ongoing work regarding suitable assessment has taken place – there has been no governmental guidance on this since levels were removed.

Actions this year:

### **Phonics (focus on school development plan)**

- During the autumn term, I led a Phonics staff meeting. The meeting highlighted expectations for lesson format, terminology use and assessment. Furthermore, suggestions for good practice including strategies and ideas for engaging learning were shared. Packs detailing mandatory requirements, lesson plans, ideas and a glossary were discussed and given out.
- After the CPD for Phonics, a learning walk to monitor standards was undertaken. I observed most teachers across the school, and I am due to visit teachers and TAs teaching Phonics this term. (summer) \* This couldn't have happened earlier due mainly to staff illness and also other CPD commitments across the school.
- I have written a Phonics Policy for BHHIS.
- Alongside the Foundation Stage English Lead, during Literacy Week, I led a meeting with the student council regarding engaging phonic resources to buy for the playground.
- During the summer term, the FS Lead for English and I had the opportunity to create new monitoring sheets to monitor group progress at a glance. This was shared with the HT.
- Black Horse Hill Junior School asked if I would model a Phonics lesson for their student. I was happy to do this and the observation took place on the morning of being asked.

### **Reading and Writing**

- After consultations with KS1 staff and the HT, a grammar scheme was purchased in October.
- In November, I undertook a KS1 work scrutiny where the line of enquiry was concerning children's progress. After the scrutiny, I shared with the teachers the strengths and points to consider from the samples provided.
- Additionally in autumn, I re-wrote the English and Handwriting policies to reflect the needs of the 2014 curriculum.

- Over the course of the year, with the Infant Year 1 Leads, I took a leading role in helping construct a Year 1 Interim Framework for writing and reading.
- In spring, as part of Literacy Week and after careful scanning of the horizon, I introduced a new author study for Year 1 – Michael Rosen.
- The HT asked me to model good practise for an NQT on the staff who observed me teaching an English lesson.
- Discussions with the Foundation English Lead, concerning a new scheme for home practise reading have taken place. We are currently awaiting a date to meet with a representative of Oxford Reading Tree.

#### Training:

- I am currently two-thirds through the three part ECM course, Aspiring Wirral Leaders. Although not strictly an English course, the gap tasks that I have undertaken have centred on English skills and monitoring.

#### Impact on teaching and learning:

- Staff who have been observed during the Phonics learning walk have received feedback, and a report listing strengths and areas to consider was given to the HT. Therefore staff are better disposed to decide any areas of their practise they want to target.
- Introducing the No-Nonsense Grammar scheme has given teachers further support when introducing new concepts. Consequently, children should have a more secure understanding of the terminology of the KS1 curriculum and also of the effect of using these skills in their writing.
- Once the Year 1 Interim Framework has been introduced (Sept 2017) it will assist in consistency across not only Year 1, but all infant schools on the Wirral. This Framework was shared with the HT.
- I have had informal meetings with staff across the school about many things, but most discussions have been centred on Phonics and reading. I have suggested ways to teach Guided Reading lessons, including how to focus on comprehension questions and when to move children on.
- After the Phonics training, all staff who attended have up-to-date knowledge regarding school policy and how crucial skills such as blending are in a child's development as a reader. Therefore, with an increased focus on blending, children will be better prepared to tackle new words.
- Once introduced, (from Sept 2017) the Phonics monitoring sheets will enable staff teaching Phonics to identify areas of strength and to develop within their own groups. Moreover, it will support SLs and the HT in comparing cohorts, boys with

girls, SEN, pupil premium and non-pupil premium children, which will be useful for identifying patterns and focussing attention on specific areas or learners.

#### Standards:

- There is evidence in books that KS1 teachers are using the national curriculum when planning English lessons.
- From the sample provided, progress of children could be evidenced; however, in some areas basic skills (sense, sentence run-ons etc) would benefit from more attention. Similarly, an area to develop would be ensuring response time is consistent across year groups and indeed the school.
- Comparing the standard of writing to previous years is a difficult task in that the cohorts are very different and there is a danger of comparing apples with oranges.
- Nonetheless, from recent moderation of writing (a limited sample), it is apparent that children in Year 1 are working on skills (use of ?, ! and suffixes) earlier than last year (the current Year 2), which would indicate that they are generally a stronger cohort. It should be noted that there is an increased number of children who haven't made expected progress since leaving F2.
- More children in Year 2 are expected to leave KS1 as exceeding writers than entered Year 2. (Some children who were working at expected are currently on track to be exceeding.)
- Fewer children than last year (from the HA Phonics group) have passed the mock phonics screen; however, now a focus group has been identified, I will plan and teach "booster" groups.

#### Next steps:

- In summer 2, lead the writing moderation process from EYFS into Year 1.
- Co-lead a Phonics staff meeting, sharing the monitoring sheets and deciding as a team what constitutes "good progress". The Phonics policy will also be shared with staff.
- Complete learning walk for Phonics.
- Once all staff teaching Phonics have been monitored, staff meeting time has been devoted to discuss any issues and for staff to self-reflect on their own practice, considering if further CPD is required. Co-coaching will be offered.
- Work collaboratively with colleagues to adapt the current writing assessment sheets and/or roll out the interim framework for Year 1, deciding who and how many pupils need to be assessed and how frequently.
- Undertake a book and reading scrutiny, (gap task from course )to monitor standards and consistency.
- Meet with representative from Oxford Reading Tree and purchase new books.