

English

Key Stage Two



OFSTED report:

– encourage pupils to read regularly and widely so they experience a broader range of genres and authors, as well as more challenging books and texts.

Achievements

- Reading

- Whole Class Reading takes place for 25-30 mins daily. These sessions focus on a spine of high quality texts which have been chosen specifically throughout Key Stage 2. Children of all abilities have the opportunity to enjoy these texts. The five sessions consist of :
 - Day 1 : Non-fiction : Background information to support understanding of the text.
 - Day 2 : Dual coding to pre-tutor vocabulary for the upcoming chapter(s) and a pop quiz to assess understanding of previous reading. Teacher modelled reading/Echo Reading.
 - Day 3/4 : Pupils reading around the room.
 - Day 5 : Quizzing on AR books plus a library visit to exchange books. Reading for pleasure.
- * For lower ability setting groups, discreet phonics sessions are delivered to plug gaps in this area.

Intervention

The bottom 20% of readers in Years 3, 4, 5 and 6 receive reading intervention with the TA for their year group 2 to 3 x weekly. These sessions consist of echo reading to develop fluency and some phonics intervention where necessary. Dinner ladies and parent helpers also support children with reading fluency – these include children who are not yet fluent readers or children who are not heard read at home. Training is offered in the form of parent workshops to help with strategies and improving fluency at home.

Motivating our children as readers – improving our reading culture:

- Reading for pleasure training sessions provided to all staff, reinforcing its importance and sharing suggestions.
- Team of reading leads created with one person from each year band taking responsibility for developing reading culture in their year band.
- Little People Big Dreams story shared weekly as ‘Person of the Week’ to enrich cultural capital.
- Range of new fiction and non-fiction books bought for classroom bookshelves to provide a more diverse range for children to choose from.
- New books bought for the school library.
- Whole school Readathon held to promote reading at home. Children from each year band then purchased texts with money raised to further enrich classroom bookshelves.
- Topic related books bought for each year band.
- KS2 pupils took part in a ‘Book Spree’ funded by the Siobhan Dowd Trust.

- School selected as a Blue Peter Book Award judging school – 20 Year 5 and 6 pupils involved as official judges. Children in Year 4, 5 and 6 also included as ‘unofficial’ judges. Video call held with another judging school to share opinions. This year we have a panel from Y6 judging the Royal Society Young People’s Book Prize.

- Monthly newsletter, promoting reading for pleasure, created by each year band and distributed to parents.

- Top 20 lists created with a diverse range of books. These were shared with parents, sets of books were bought for each year band and displays were created in each year band.

- Book of the Month lists distributed to parents each month.

- Parent and pupil questionnaire distributed to gather opinions on reading.

Suggestions from both the pupil and parent questionnaire implemented.

- As per parent questionnaire request, library moved to accommodate EYFS and KS1 pupils to give them the opportunity to take home reading for pleasure books to accompany their phonetically decodable book.

Staff book club started to enrich staff knowledge of modern children's literature.

- Pupils across the school took part in virtual events with a range of authors, such as Reading is Magic Festival and Reading Zone video calls, showcasing authors such as: Ross Welford, Cat Weldon, Hannah Gold, Adam Baron, Kirsty Applebaum, P.G. Bell and Christopher Edge.
- Video calls held with authors such as Tom Percival, Emer Stamp, Mikki Lish, Catherine Bruton, Jennifer Killick, Carlie Sorosiak. Author and poet visits in school.
- After school book clubs held in several year bands, with high levels of interest in attending.
- Stories embedded into other subjects, such as science and computing.
- A range of events held to promote reading, such as Bedtime Story sessions, Book Launch events and the Book in a Box project.
- Worked with Reading Zone and Toppsta to provide pupils with a global audience for their book reviews.
- Information sent to parents helping them to set up their own Toppsta accounts to encourage pupils to read and review more at home.

- Children given the opportunity to vote for their story time text.
- Children given the opportunity to communicate with a range of authors by sending cards and letters.
- A World Book Day book was bought for each child in school, from Nursery to Year 6.
- Children asked to donate a book for their birthday

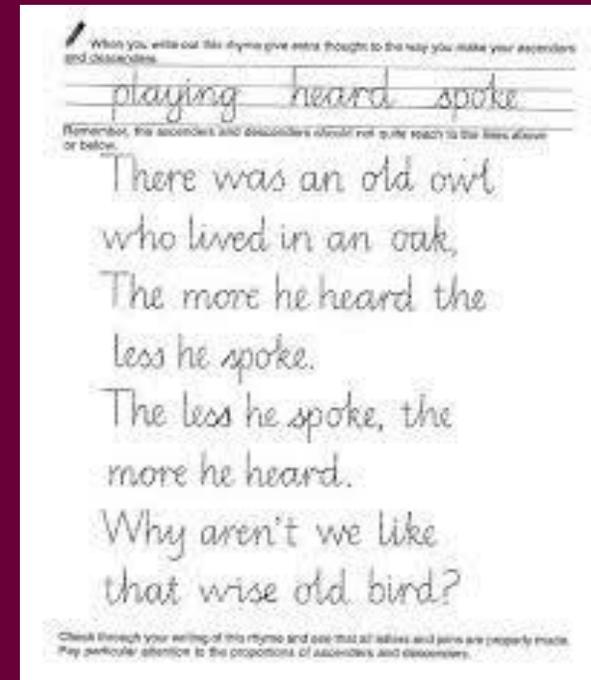
*Reading Deep Dive last year where all of the above was shared.

Spelling and Handwriting

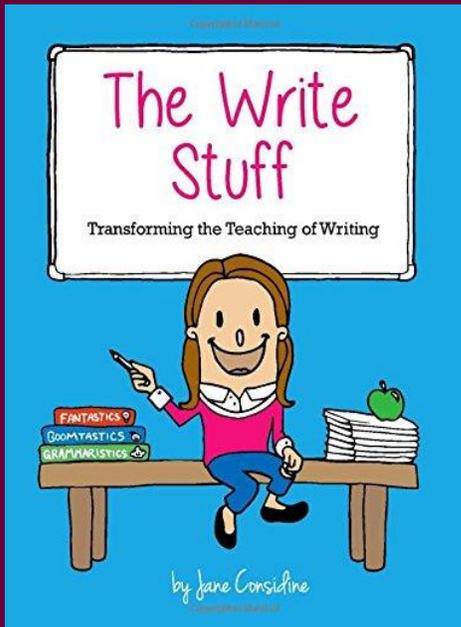


We continue to use the Spelling Shed programme which has been updated this year to include the study of the history of words, the study of the parts of words and a closer link to our phonetic teaching.

Handwriting continues to be one of our battles – and lockdowns haven't helped!! We ensure that there is an amount of time spent on handwriting lessons reflective of the needs of each set.



Writing



We have recently introduced and trained staff on The Write Stuff – a more systematic way to deliver writing lessons. Our reasoning behind changing our writing approach was an awareness that basic skills had dropped and we needed a stronger focus on sentence structures. This programme focuses heavily on the teacher gathering rich and specific vocabulary with the class' help, modelling sentence structures using this vocabulary and the children then recreating their own using precise and effective language and progressive punctuation. The children are then equipped in each unit to produce an independent piece showcasing these new/improved skills.

Going forward.....

A recent writing meeting with our cluster schools confirmed that all local schools are experiencing issues with writing after the recent years of disruption and it is widely acknowledged that writing is the area that has taken the biggest hit.

Recent KS2 writing moderation (June 2022) confirmed that our writing approach is suitable and effective for our children so we need to focus on embedding throughout the key stage.

Address the gaps:

- Focus on starters of basics (grammar/punctuation).
- Remind staff of the usefulness of Alan Pete Sentence Tricks.
- Keep high expectations of basic skills – children to self-edit regularly.