

Autumn

Little Wandle Audit and Funding

- The school underwent a full day audit by a LW adviser in November.
 - SB and the adviser observed staff teaching, looked at resources and needs.
- Discussed difficulties of timetabling reading and interventions sessions.
- The school was awarded £6000 from the English Hub, used to purchase materials for LW phonics teaching.
 - Order was put in and funding received retrospectively.
 - JG and JP held a parents' meeting to explain the scheme and how reading books would work. SB sent parents a letter about this.



Little Wandle Training

- Every teacher completed 6 hours of Little Wandle phonics training.
 - SB and JP attended a day of training in LW at a specialist school.
 - Steps implemented to fully embed LW across the school.
- LW spelling scheme to be introduced into year 2 from September 2024 (replacing Read/Write/Inc)

CPD

- SB introduced dedicated reading lessons across the school in a September INSET day.
- Years 3, 4, and 5 follow a five-day weekly structure focusing on domain-based questions, word work and reading comprehension.
- Children are instructed to read according to the domains and their work is recorded in English books. Reading comprehension is practiced and assessed with NFER at the end of each term.
- The results of these assessments are recorded on spelling trackers, analysed by SB and actioned upon. This is fed back to governors through the half-termly SLT update.

Grammar and Handwriting

- Handwriting continued with the PenPals handwriting app.
- Bubble writing was also introduced as a handwriting aid in years 4 and 5.
- SB created grammar slides for daily practice in years 4, 5 and 6 (in addition to grammar embedded in writing lessons).

Writing

- Expanded Success Criteria (ESC) was introduced, used alongside the children to build up to a piece of Big Writing.
 - Teachers work backwards – think of the elements needed to produce the final product and add them in.
- The ESC includes reference to the audience (who is this piece of writing for? What tone and register must be used?) and purpose (Why are we writing this piece? How will the structure language and grammar aid this piece of writing?). This is an important element as advised by AFC.
 - The teaching sequence lasts about 6 or 7 sessions as follows:

Lesson 1	Deconstruct model of a specific text type (<i>Story, leaflet, instructions recount etc</i>) Annotate the WAGOLL and pick out key features, language and grammar points
Lesson 2	Grammar application – this could be a standalone lesson on whatever grammar feature is needed for the Big Writing.
Lesson 3	Bring the original text to life with drama – hot seating characters, discussion of text. Talk through ideas for the big write.
Lesson 4	Plan the Extended Writing <i>Including shared writing and magpie ideas.</i>
Lesson 5	Write it <i>Shared writing for introduction.</i>
Lesson 6	Second writing session if needed.
Lesson 7	Edit and re-draft

Reading Competition

- SB introduced a schoolwide reading competition in November to see how many books the children could read.
- An assembly was held where different staff members read and talked about their favourite books.
 - Children were offered an incentive to send in photos of themselves reading via email.
 - The photos were put together in a display in the library.
- This initiative focused on reading across the school, allowing us to proudly state that St. Mary's is a reading school where people love to read.
 - A follow up assembly was held with Surrey Libraries in June introducing a summer competition.



SPRING

World Book Day

The school took part in World Book Day in March. As always, a wide variety of costumes were on display! The theme was 'Read Your Way', encouraging reading at any time/place.

- KS2 did the Great Big Footy & Booky Quiz, a live online quiz featuring two rounds of questions (one football-themed, one reading-themed) pitched by Premier League footballers and writers.
 - In class, all children completed a book review of a recent story they had read.
- All children are created their own book token which was posted to a national competition.
 - Every class took part in DEAR: Drop everything and read for 20minutes after lunch.
- Storytime: Each adult in the school was asked to choose their favourite story to read to a group of children at the end of the day.



Organisation of Little Wandle

- Huge order of materials and books was purchased by SB using the LW funding received.
- Flashcards were cut out and organised into packs.
 - Packs matched with reading books.
- Non-compliant reading books were removed (stopped being sent home)
- Timetable of staffing was arranged to accommodate reading group 3X per week in YR and Yr1.
- Online password for LW assessment tool was sourced and the online site was used for assessments from December 2023.
- We were then able to track all those falling behind who were placed into keep up groups for extra sessions.
- These pupils were separately tracked on the tracker. Next steps were identified and planned into the keep up group.
- Rapid catch up groups were set up for those needing them in years 2-6.

Monitoring of Little Wandle

- SB observed phonics in YR (and keep up group with KK and SG) and Yr 1 and guided reading lessons in years 3-6 in with particular reference to the bottom 20% of the pupils in the class, looking at how teaching was adapted for those children to enable them to access the texts and comprehension questions. Evaluations were shared, discussed, and acted upon.

Overall, it was observed that:

- "Sessions had a great pace, with children actively participating and understanding phonetic patterns. Their high level of engagement was impressive!"
- "Picture cards and oral blending were very effective, ensuring all pupils were engaged and learning. It was great to see such successful teaching methods in action."
- "The lessons were well-structured with various activities that promoted analytical thinking and deep understanding. The use of Little Wandle routines kept all children highly engaged and actively participating."

Monitoring of Impact of Rapid Catch up and Keep up Groups

- SB looked at the data tracker, specifically the LW heat maps, with EP to monitor the impact of phonics in the keep-up groups.
- We discussed together all of the next steps for each pupil and agreed, with reference to the on-site videos, on how these would be taught.
- JP then talked me through similar data for year 1.
- All of the teaching staff then met with EP and SS after school regarding the keep-up and rapid catch-up groups. Pupils' progress was discussed, impact was evaluated, and next steps were decided together.

Monitoring of Year 1 Keep Up and Year 2/3 Rapid Catch Up Groups in Progress Meetings

- The rapid catch-up groups, facilitated by EP, target phases 3 to 5 based on ongoing assessment gaps in grapheme/phoneme correspondences (GPCs). Identified sounds are addressed, and progress is regularly monitored through assessments, which are added to the online tracker every six weeks. Gaps were detailed in the progress monitoring forms, which we stored on the system. EP and JP updated these forms and then met with me to explain if sufficient progress was being made. We then discussed next steps for those who hadn't made progress.
- In year 2, the six lowest-scoring readers engaged in one-on-one sessions with volunteers weekly. Some of these volunteers were retired teachers. They covered decoding, prosody, and comprehension, culminating in a final reading session with JW each Friday. The LW reading book (specifically targeting the GPCs taught) was then sent home for practice.
- In year 3, the seven lowest-scoring readers did Nussy, touch typing, and phonics with EP. Three of them also took part in an additional morning spelling group, and three did extra reading comprehension. The purpose of these meetings was to ensure that progress was being tracked and lack of progress addressed as soon as possible.

Summer

Monitoring – Book Look

The purpose of the book look was to ensure that evidence was apparent of the dedicated reading lessons being taught in years 3-5 and that evidence of other reading was taking place in other year groups. I also looked for adherence to our handwriting scheme and evidence of longer pieces of writing in books at the required level with the expected amount of work. Additionally, I examined the working walls to ensure that they incorporated all of the required elements along with examples of good pieces of work and shared writing.

Findings were:

- All books have evidence of at least two pieces of extended writing from the past half term, showcasing consistent writing practice.
- Grammar is being taught in dedicated lessons and is effectively integrated into subsequent writing pieces.
- The presentation policy is being followed across all books, with neat presentation, underlined WALT and date and adherence to the handwriting scheme.

Pupil Voice

I completed a differentiated pupil voice survey asking the children what they've been learning about in English, what writing they have done, any grammar they were asked to include in their writing and how confident they felt using it. I also asked about the reading, whether or not they were doing guided reading sessions with comprehension questions on different texts, word work every week with the dictionary (and whether they think this has helped with the understanding of that vocabulary).

I also asked them if they felt that reading was an important part of school life at St Marys and what their least favourite things to do with learning English were.

Feedback included:

- Children could discuss and were aware of current and recent English topics.
- Children utilized relevant topic-specific vocabulary effectively.
- Children generally had a positive attitude towards English, with 90% stating that they "think like a writer" (yes/sometimes), and 82% confirming with a definite yes that "English is important" (18% said it might be important).

Children said:

- Learning about word work and how endings change between nouns, adjectives, and verbs is "hard"
- "The Power of Reading novel they were working on... (it was) intriguing." (Year 6).

Year 5 Trip to the Globe theatre

Year 5 had an amazing trip to Southbank, where they visited the famous Shakespeare's Globe. The children were fascinated by the theatre's history, especially learning about the groundlings who stood for just a penny in the olden days. They were enthralled by the spooky story of Macbeth, with its curses and witches. The fun didn't stop there; they took part in workshops where they acted out scenes from the play with lots of enthusiasm. Even though it rained, nothing could dampen their spirits. Their behaviour was outstanding, and their joy was clear to see. It was a day full of learning and fun, making their time in Shakespeare's world truly unforgettable.



Meeting with new MAT Partners

- I met with staff from Bishop Wand to discuss transition issues in English.
- I explained everything that we are doing at our school in terms of reading, spellings, phonics, and writing. We took a tour of the school, looked at working walls and English books. They in turn explained what they do at Bishop Wand and how their approaches differ.
 - We identified several areas where we can support each other.
 - We will smooth the transition of pupils between schools.
- We hope to avoid repetition of Year Six work in Year Seven and we discussed how to incorporate the working wall into their classrooms.
- We discussed involving Sixth Form pupils in assisting with our reading and phonics programs, and utilizing space and resources from their site for special English projects as appropriate

Year 2 Phonics Screening Test

The LW results for end of summer 1 assessment in year 1 were 22 of 26 children green, one amber and three red. There are two children in the class who are not included: one follows a different programme and one has more recently joined us but should be classified as red.

The phonics screening check results: 2 children didn't take the test but are still recorded as not having passed. The official figure is that 22 (of 28) passed = 79%. Though in reality the results could be presented as 85% of those who took the test passed!

We have reasonable confidence that those who did not pass this year (with the exception of 1) will have a good chance of passing next year. They are all making progress and with another year of interventions they should be well prepared. We are also confident that the child who was absent would have passed if he had been here to take the test.

Year 6 SATs

Our year 6 SATs showed phenomenal results, as illustrated in the table below - way above the national averages.

This is testament to the amazing work of the children and staff and proves that St Mary's is not just an incredibly nurturing and caring school, but we also attain the highest results. The children were above average in all English subjects which was fantastic.

	KS2 Expected Standard Reading	KS2 Greater Depth Reading	KS2 Expected Standard Writing	KS2 Greater Depth Writing	KS2 Expected Standard grammar, punctuation and spelling	KS2 Greater Depth grammar, punctuation and spelling
National 2024	74%	25%	72%	15%	72%	-
School 2024	95%	48%	80%	20%	86%	48%

Priorities identified for next year:

- We will introduce LW spellings in year 2 from September but carry on with Read/Write/Inc in year 3-6 through 2024-24 then consider whether to transition to LW throughout.
- We will begin to diversify the Power of Reading novels from Autumn half term 2 in consultation with the AFC adviser.
- We will further embed our LW practice with fully timetabled (and staffed) reading groups X3 per week.

