

Governors Spring term monitoring ENGLISH 2024

Revisiting Previous Monitoring

Handwriting

What changes have been made?

- From EYFS to KS1 we are focusing on the children forming their written letters accurately and correctly in print form.
- Only children with the correct letter formation are then encouraged to learn the lead ins and begin to develop a cursive style of writing. This enables the children to accurately space out their work and empowers them to success with their spellings.
- EYFS are focused on mark making and then onto controlled pencil markings

Years EYFS, 1 & 2

- Children will print their handwriting ensuring their letters are correctly sized and formed.
- Year 2 greater depth
Children and into KS2 will begin by introducing lead ins and then work towards a cursive font.
- All handwriting lessons will allow children to practise their handwriting using a pen.
- Handwriting interventions have been run through KS1 and also through OT volunteer time to support children struggling with fine motor skills.
- In LKS2, soft start activities and stand-alone lessons are in place to ensure the presentation standards have come up.
- A new handwriting policy has been written to reflect our changes.

UPDATE - Year 1 have now added personalised handwriting booklets for Early Work. We have looked through their books and found the letters that they find difficult to form or they reverse and we added them to a booklet.

Phonics

This area is an ongoing area of development. Following the new Twinkl phonics programme along with adapting flip charts to incorporate the other skills children need to be able to read has learnt itself to the following additional changes:

- Flip charts include a range of question styles so the children are able to see the phonics sounds in many different ways.
- Real vs Fake activities are included to prepare the children for the Year 1 phonics screener.
- We do 3 x Twinkl phonics 1 x Harlyn style on one sound and then 1 x Harlyn style recap Flipchart in Year 1.
- In Year 1 we now include reading HF word cards and add more to our set each time we read them. The children really enjoy earning house points by reading them.
- Phonics info given out in Parents Eve.
- Homework booklets are adapted to include phonics style work the children have seen in school.
- EYFS have purchased reading books which complement the Twinkl PPTs . More will be purchased in the next budget for KS1 children.

UPDATE - RP has now edited all the Year 1 Twinkl phonics PowerPoint so that there is more recap on the taught graphemes and more reading real and fake words.

We also added HF word cards which we read during some of these sessions and also at other times in the day to work on their recognition of reading these words.

Any next steps?

To carry out a book scrutiny to compare presentation between classes in the same year group and then within the phase.

Perhaps SMT can look at the progression of some of the children they have looked at before to compare and mark their progress.

Introduce a reading tent in each classroom which will encourage a love for reading- this will be so that children are keen to find a quiet space for reading in a special designated area in the classroom.

This year's focus: OfSTED preparation

Why OfSTED preparation?

- English is fundamentally one of the areas of the curriculum that impacts on all other subject areas.

We want to be able to identify the areas of strength as well of those for development.

Therefore, we have decided to look into a range of areas we have monitored within the last 3 years to ensure that they are still working well for our children and also what we need to change to ensure we continue to offer an enriched and stimulating English curriculum.

Website

English at Harlyn: we have ensured that our website offers a comprehensive overview of English.

Intent

At Harlyn School, we strive to give our children the best start in establishing secure foundations in reading and writing. We aim to develop children's skills and knowledge that will empower them to communicate effectively and creatively, through spoken and written language. It is our intention that by the end of Key Stage 2, all of our pupils will be able to read fluently, with confidence, in any

subject in their forthcoming secondary education and beyond. Here at Harlyn our teachers aspire to ignite children's passion for reading and writing and continue on their journeys as life-long readers. Harlyn School aims to ensure that all pupils:

- read easily, fluently and with good understanding;
- that children can develop strong skills in inference and deduction;
- develop the habit of reading widely and often, for both pleasure and information;
- to be able to recognise real and pseudo words in preparation for the KS1 phonics test;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- write clearly, accurately and coherently, adapting their language and style to suit a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate;
- and have opportunities for drama and improvisation.

Implementation

Phonics and Reading

The teaching of reading is progressive throughout our school. This starts in the early years through the systematic teaching of phonics via our chosen phonics scheme of work, Twinkl which we have adapted to suit the needs of our children at Harlyn. This is reviewed often and amended as needed. Phonics is taught daily from Nursery to KS1 and beyond. In addition to the daily phonics sessions, children in KS1 read to a teacher as part of a guided reading group which encourages and assesses their word reading as well as comprehension skills to deepen their skills of fact retrieval and inference. In KS2, reading is implemented through opportunities to read a range of texts fluently, with understanding and with a focus on expanding children's vocabulary. Immersive whole-class reading sessions take precedent in KS2 and we use challenging texts to ensure our reading curriculum offers ambition and challenge. These sessions help to develop fluency across a range of genres. We also prioritise establishing a reading culture in which children are encouraged to read widely and for pleasure.

Writing

As a school, a wide range of stimuli is used to ignite the imagination of the child. Shared writing, editing skills, implementing and embedding grammar and punctuation are all incorporated into writing lessons allowing the children to later apply these skills to their own independent written work. In EYFS, we encourage the independent invention of stories, using a simple familiar and repetitive structure.

Impact

Children are enthusiastic about reading and can apply their skills to reading across the curriculum and for pleasure. Harlyn's end of Key Stage 2's data historically show that we are inline or above the national average. Progress is good from Key Stage 1 to Key Stage 2.

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps.

- Formative assessment (statements taken from progression map and national curriculum)

- Constructive marking with 'next steps' through the use of 'two stars and a wish' where appropriate. Teachers leave next steps in books when marking to ensure that children know exactly what they need to do next to make progress in their writing and children are expected to respond to this in green pen.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With quality first teaching, children are becoming more confident writers and have the ability to plan, draft and edit their own work. This begins in Key Stage 1. By the end of Key Stage 2, children have developed the ability to manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

We expect the impact of our teaching to be that children meet age related expectations. These can be seen in the progression document below.

Progression maps for reading and writing can both be found on the website also.

SEND & Hook/Engaging Lessons

What currently takes place across the school?

We have a range of need across all Key Stages. The number of children with literacy difficulties seems to be on the rise.

In every class, differentiated work is planned for the children with SEND. Some children with EHCPs have personalised learning goals which the class teacher plans into their lessons or plans a standalone activity to ensure the child(ren) can access their learning.

Appendix 1 shows some examples of TA support, peer support and hook lessons to engage the children.

What has been observed?

- Daily readers are being heard every day and the use of the soft start time is used well in KS1. In KS2 this often takes place in the afternoons.
- Mrs Vanian takes children to run the Jelly and Bean intervention for those who are showing difficulties with progressing their reading.
- TAs are using their time well to carry out activities linked to speech and language targets.
- TAs are used well in the classroom.
- Hook lessons are being used more and engaging the children in active and innovative classroom approaches including well planned drama activities, group and class discussions.
- Reading certificates are being awarded throughout the year
- Once children are reaching UKS2 there is lesson personalised planning and an expectation that children with SEND will complete the same tasks as their peers. Their spellings are heavily

differentiated but their actual main tasks are not so much.

A small percentage in Years 5 and 6 receive totally different work in comprehension lessons for example. In many cases the children this affects have not reached the 'free choice' stage of the book banding system and therefore access comprehension work from 'The Literacy Box' for resources that match their reading book band. It offers comprehension questions as well as grammar and word level questions.

- Doodle English and Spellings are being utilized well in years 3 & 4- Doodle Spell is being used as an intervention but is not used enough across the whole school.
- So many interventions happening at one time. See appendix 2. Four different rooms with four different English interventions taking place. Reading 1:1, Fine motor, Phonics and S and L across Year 1 and 2. RP walked down the corridor and saw all these interventions, no one had prep time this was a true reflection of what goes on at that time.
- IN UKS2 children are encouraged to adopt CRITICAL THINKING AND PROBLEM SOLVING. This skill develops learners' cognitive and reasoning abilities to enable them to analyse and solve problems.
- See examples of the monitoring of hook lessons and the work that followed below.

Reading

- In KS1 we have started a new 'We Love Books' box. This idea is to support the 'love of reading' and 'Reading for Pleasure'.
- Each child is invited to bring in a book from home of their choice. They can change it as often as they.
- The book goes into the book box and they can choose to read their book during guided reading/wet play etc. So far it has been very positive. Appendix 3.
- 1P have trialled choosing a book before reward time as our 'book of the week'. The child comes to the front to tell children why they brought the book in etc. The children can ask questions and the teacher reads a few 'taster' pages to the children to see if it's a book that they might enjoy.
- KS1 have all moved to 'reading for pleasure' in guided reading rather than a carousel of holding tasks.
- Children choose the books that they want in the library and we put them into boxes for reading in guided reading. The children have one box per table.
- Rapid read KS2 challenge/competition that celebrates which child is doing the most reading.
- Book Bingo to go out in Summer 2 as a incentive to keep the reading/learning going at the end of the school year.

Next Steps

- Roll out 'book of the week' to the rest of KS1
Consider KS2.

- Consider putting the book of the week recommendation in the news letter for parents to choose new books that their children might enjoy.
- On the medium term planning, we intend to ask teachers to include the detail of their lesson 'hooks' to show how they're engaging the children. See Appendix 4.
- Masked reader for next world Book day.
- Book swap for the next WBD.

APPENDIX 1

Handwriting Expectations at Harlyn

Early Years - children to be taught how to print letters. Focus on letter formation, including where to start and finish each letter.

Year 1 - Continue to print letters and further focus on formation and the letter sizing (e.g t, l, d as 'tall' letters, v, n c as 'small' letters and y, p, g as 'long' letters)

Include a weekly standalone handwriting lesson where children print their letters using the alphabet and digraphs in a handwriting booklet, created by teachers. This lesson should be shown on the timetable.

Children can use a handwriting pen during this session in the summer term.

Year 2 - Continue to print and focus on formation. Move children onto cursive writing when they are forming letters correctly including the correct place to start and finish a letter. Also consider if they are ready to join.

Include a weekly standalone handwriting lesson where children print their letters or use cursive writing (depending on each child's ability) using the alphabet, digraphs in phonics and common exception/high frequency words in a handwriting booklet, created by teachers.

This lesson should be shown on the timetable.

Children can use a handwriting pen during this session.

Year 3 - 6 - encourage cursive, joined writing but allow those who are not ready to join, to print their work and continue to support with sizing and formation.

Year 3 - Include a weekly standalone handwriting lesson where children print their letters or use cursive writing (depending on each child's ability) using the alphabet, digraphs and common exception/high frequency words in a handwriting booklet, created by teachers.

Year 3 would expect most children to start joining but not all.

This lesson should be shown on the timetable.

Children can use a handwriting pen during this session.

Year 4 – 6. Handwriting to be considered as an intervention for any children who need it. No expectation of a standalone lesson by the time they reach Year 4. This can be subject to each cohort and teachers can include it in their weekly timetable if there is a particular need for it.

Appendix 2- Interventions and TA support

KS1

Monday 5.2.24 - 2.30pm



S & L – Year 1



Daily Reading – Year 1

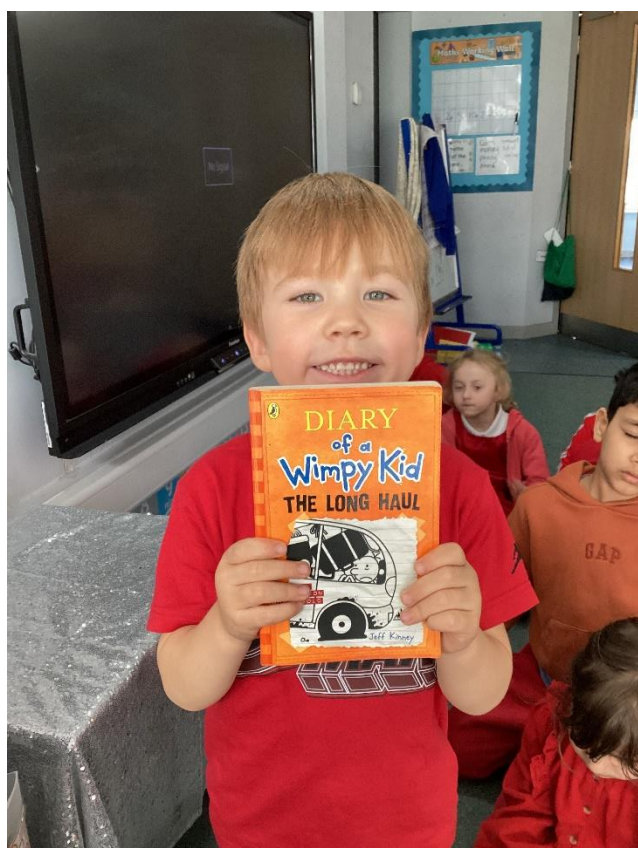
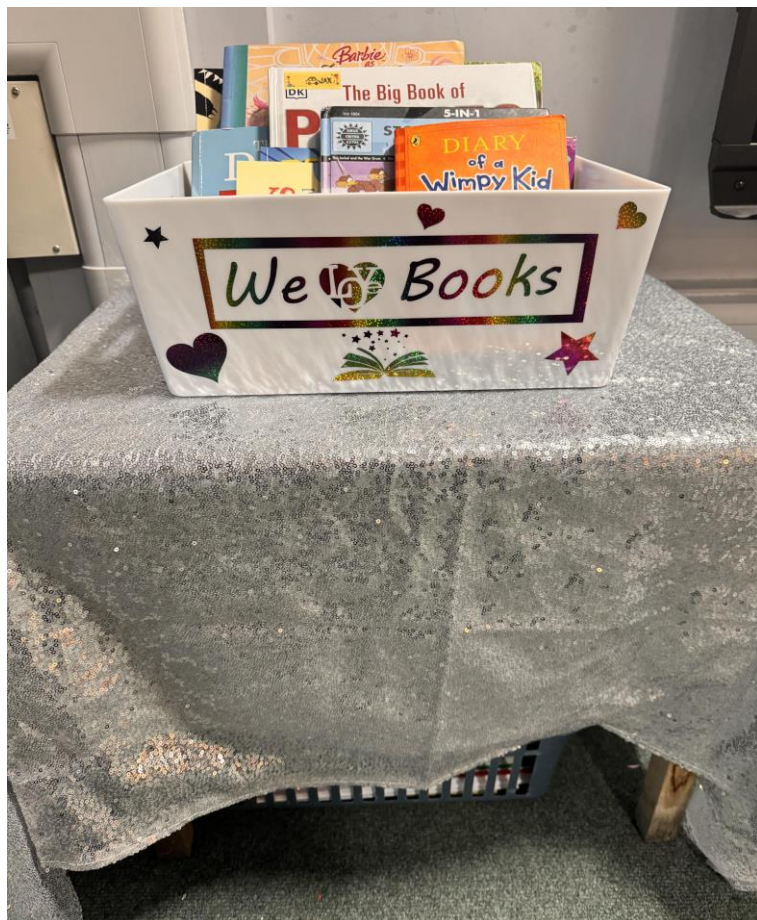


Phonics – Year 1 & 2



Fine Motor – Year 2

Appendix 3 - We Love Books Initiative



Appendix 4 – Hook lesson – KS1 examples

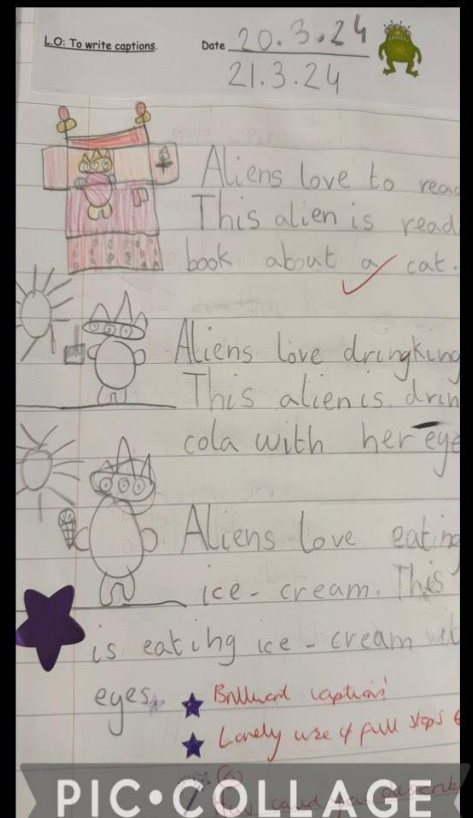
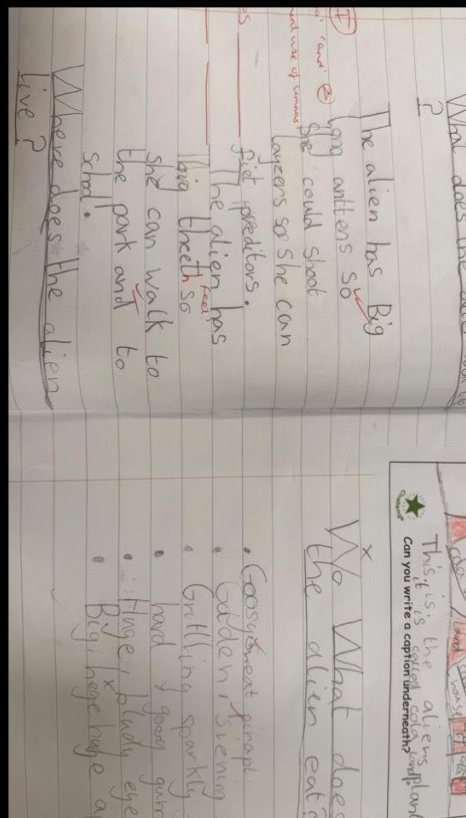
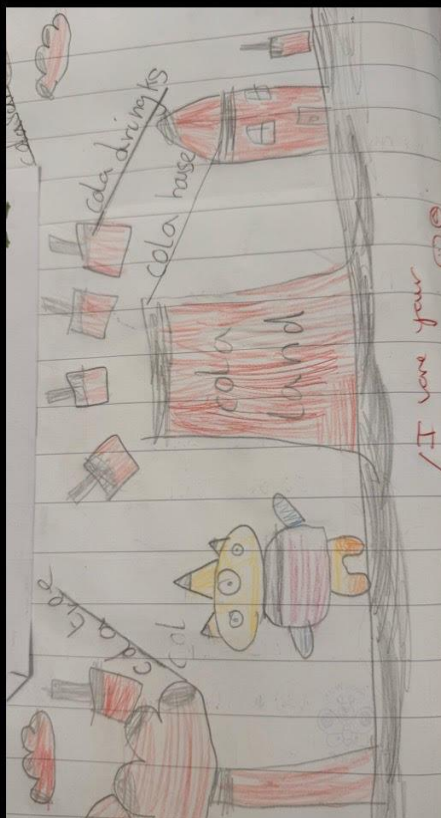
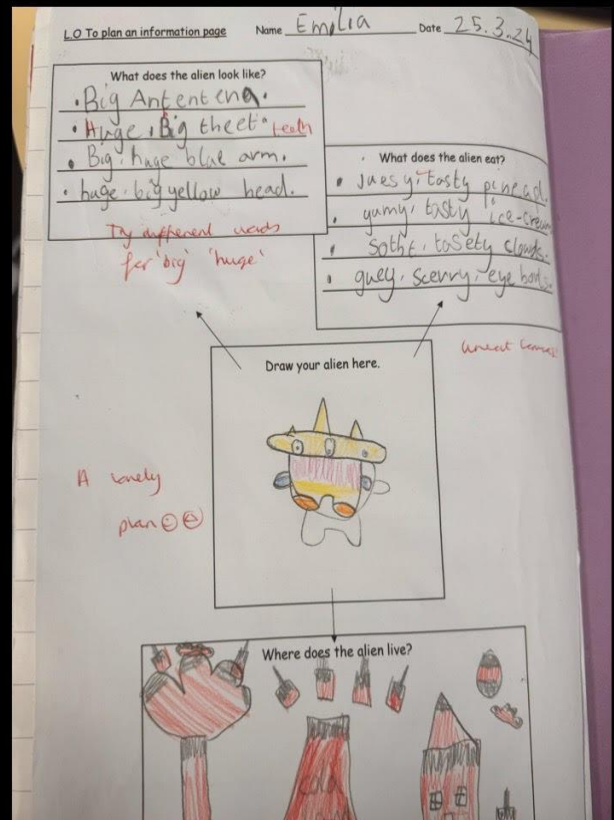
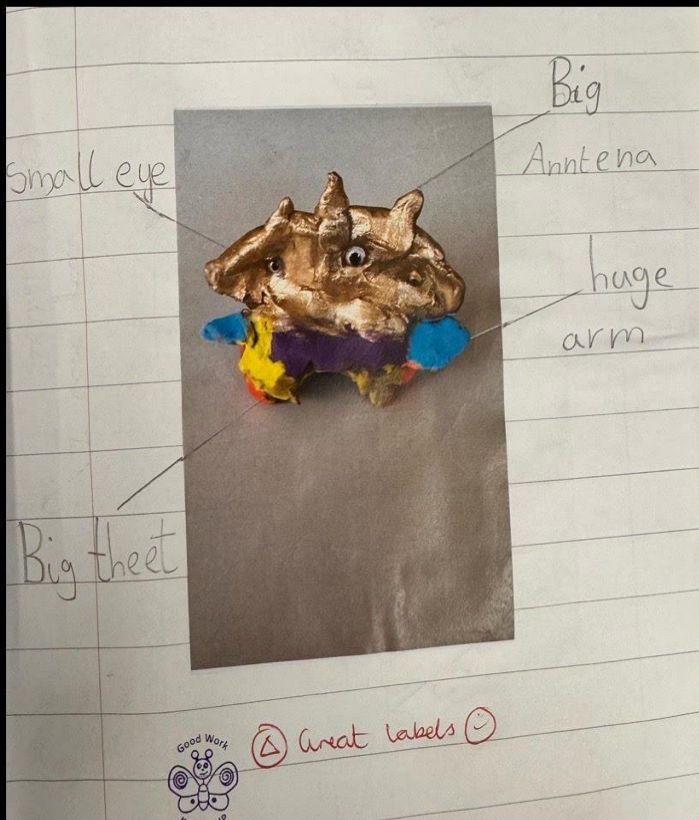
A hook lesson that made the children believe that the tiger had been in our classrooms.



Above is the children sitting round a fire and creating firework music before creating a firework poem.

Non-Fiction - Aliens - Year 1



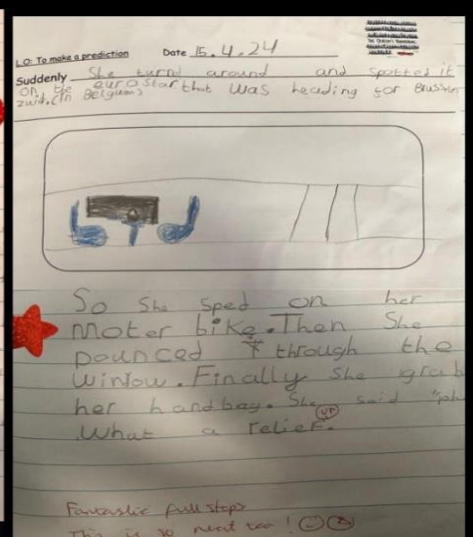
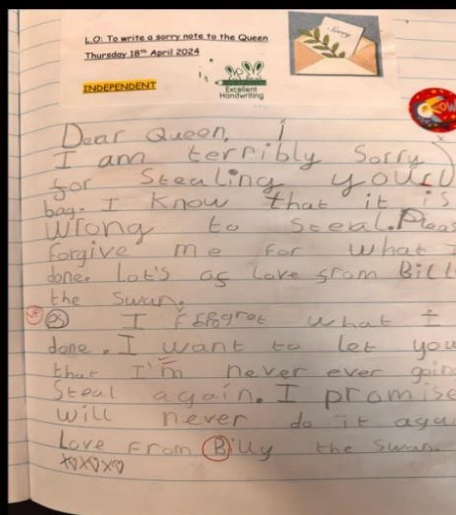
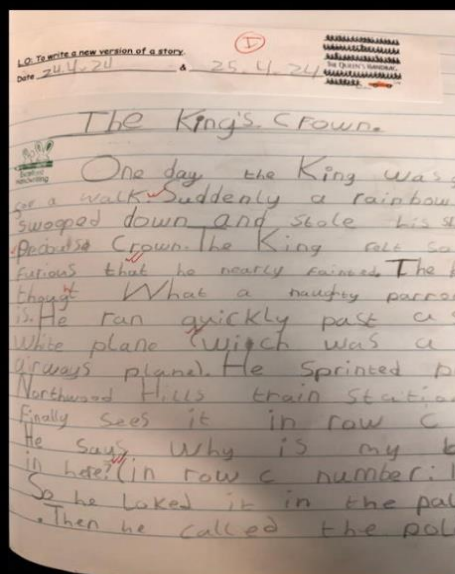
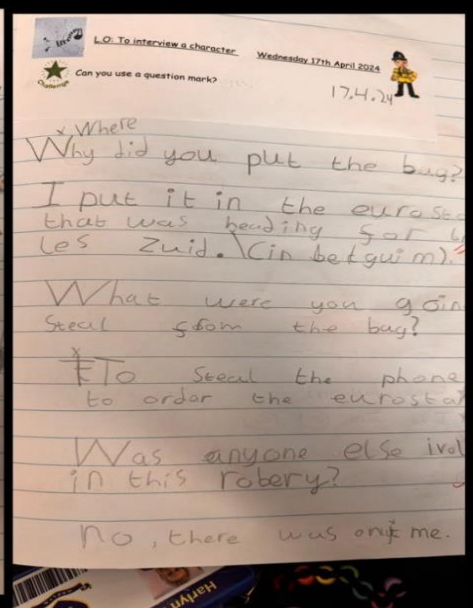
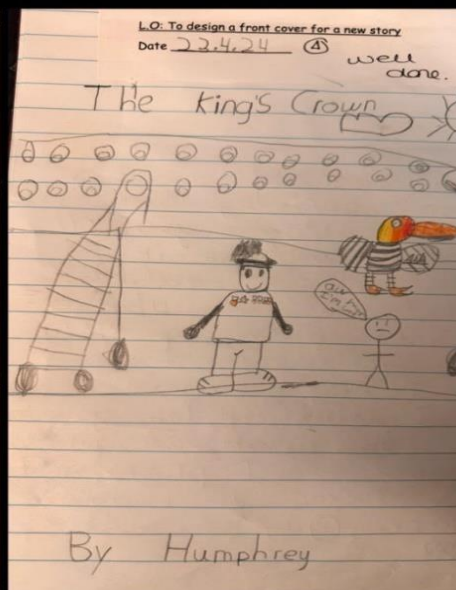
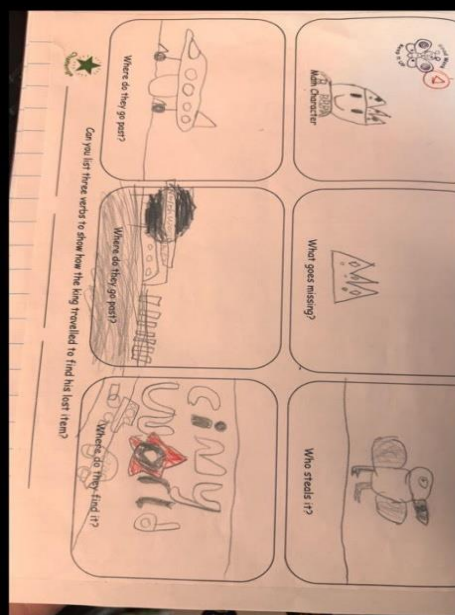


Examples of one child's work that followed after the hook lesson of making aliens out of clay and painting them. They include a labelled picture, a setting, captions, an information page plan and an information page. KS1 are also working on using less worksheets where possible.

Superhero Writing - Year 2



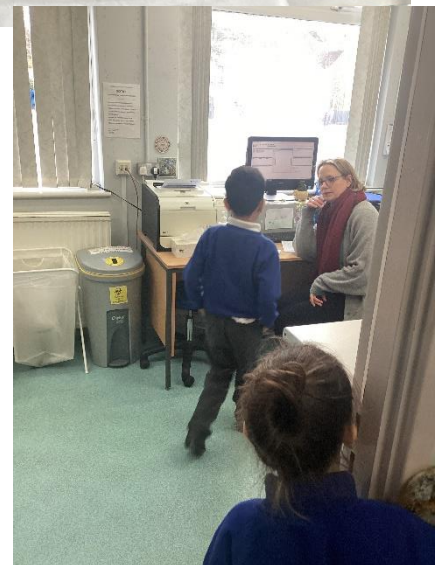
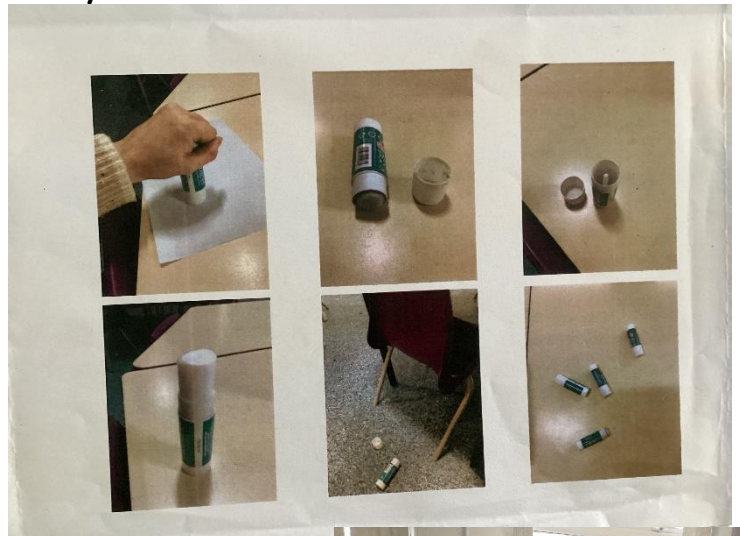
Below is a photo of the children as characters from a book. The police officer is interviewing the swan.



PIC•COLLAGE

The children wrote a prediction, an interview, a sorry note, a front cover for a new story, a plan for a new story and a new version of the story.

The Day The Crayons Quit - Year 1



An example of an exciting World Book Day Lesson.

Year 5 Harry Potter unit - writing potion recipes - hook lesson



An example of SEN support.

Year 6 - 1:1 session with use an ACE dictionary to support writing post-main lesson

