



# The Meadow Community Primary School and Pre-School

## Curriculum position statements – September 2023 English

### Historical

At The Meadow, we believe that children should leave able to speak, write and read fluently. Through fluent speaking and writing, this allows pupils to communicate their thoughts and emotions whilst fluent reading and practiced listening allows new ideas, worlds, adventures and discoveries to be communicated effectively to them.

Historically, pupils begin to learn phonics as soon as they start at The Meadow and school staff make sure that pupils remember the sounds they have been taught. Teachers use this information to check that pupils' reading books match the sounds they know. Teachers read to pupils in all year groups and engagement in reading is implemented through Reading Dogs and a calendar of enrichment events throughout the year that promote reading and writing for enjoyment. As reported by Ofsted in November 2021, 'Adults have high expectations of pupils, both academically and personally.'

### Current

At the end of KS1 and KS2 the pupils are assessed in their reading using the Standardised Attainment Tests (SATs). This allows the school to measure the progress made by each pupil. NTS assessments are used three times a year within Years 2-5 to assess attainment in Reading and to identify gaps in their knowledge and understanding. In writing, pieces of written work are moderated by teachers against a given criteria and external moderators assess the writing in Year 2 and Year 6 to ensure that the high expectations are met. In June 2023, Leicestershire County Council external moderators carried out a writing moderation of Year 6 and agreed 89% of our teacher assessments. The attainment in grammar, punctuation and spelling are also assessed at the end of KS2 to provide information about the impact of the teaching of these skills across the whole school. Pupils' knowledge of phonics is assessed through the year 1 Phonics Check. At the beginning of September 2022, the school implemented Little Wandle in FS, Year 1 and Year 2.

At the end of the academic year 2022/2023:

- Above national average pupils leave the school at the expected standard or above in reading, writing.
- At the end of KS1, children leave with secure decoding and blending skills with good foundations for reading.
- Children leave as confident speakers

### Data

#### Year 1

- 80% of pupils in Year 1 passed the Year 1 Phonics Screen in June 2023
- 41.6% (5 out of 12) of the pupils who retook the Year 1 phonics screen at the end of Year 2 passed in June 2023

#### Year 2 – End of 2022-2023

Subject	Meadow % EXS and Above	National % EXS and Above	Meadow % GDS	National % GDS
Reading	61.67%	67%	18.33%	18%
Writing	65%	58%	5%	8%



Year 6 – End of 2022-2023

<b>Subject</b>	<b>Meadow % EXS and Above</b>	<b>National % EXS and Above</b>	<b>Meadow % GDS</b>	<b>National % GDS</b>
<b>Reading</b>	77.9%	73%	25.4%	28%
<b>Writing</b>	69.4%	71%	5.08%	13.00%
<b>Maths</b>	79.6%%	73%	22%	23.00%
<b>GAPS</b>	69.4%	72%	27.1%	
<b>Combined</b>	66.10%	59%	5.08%	7.00%

Future aspirations

- To implement Little Wandle catch up programme
- To continue to use and promote Accelerated Reader across the school and encourage pupils to regularly participate in MyOn at home
- To set homework for pupils to complete on myON
- To implement The Write Stuff across the school.
- Increase pupils reading and writing for pleasure through Story Boxes, lunchtime reading zone, free-writing opportunities and English ambassadors.
- To organise a whole school calendar of events around promoting English
- To ensure class teachers read to their class at least three times per week.
- Implement paired reading
- As a new coordinator to the role, I would like to develop my knowledge and understanding of English in primary schools through participation in reading research materials and attending any CPD opportunities as well as the Symphony coordinator meetings.