



The Meadow Community Primary School and Pre-School

Curriculum position statements – September 2024

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 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 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 – End of 2022-2023

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

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

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

At the end of the academic year 2023/2024:

- Above national average pupils leave the school at the expected standard in 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 – End of 2023-2024

Year 1

- 78% of pupils in Year 1 passed the Year 1 Phonics Screen in June 2024
- 44% (8 out of 18) of the pupils who took the Year 1 phonics screen at the end of Year 2 passed in June 2024

Year 2 – End of 2023-2024 (TA – No national tests took place)

Subject	Meadow % EXS and Above	National % EXS and Above	Meadow % GDS	National % GDS
Reading	62.1%	-	20.7%	-
Writing	53.5%	-	13.8%	-

Year 6 – End of 2023-2024

Subject	Meadow % EXS and Above	National % EXS and Above	Meadow % GDS	National % GDS
Reading	71.6%	74%	10%	28%
Writing	76.6%	72%	3.3%	13.00%
Maths	75%	73%	13.3%	23.00%
GAPS	61.6%	72%	15%	
Combined	68.3%	61%	1.6%	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 continue to implement and imbed 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
- To inspire reading through author visits and book fairs

- To implement a handwriting scheme across the school
- As English coordinator, I would like to continue 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.
- To develop clear progression documents for writing, reading, spelling and grammar