

Staff involved English Subject Leader Ruth Day and Link Governor Lyn Eaton.

Key discussion points

- At the last meeting in February 'book looks' were indicating some secure progress being made in respect of Writing which remains a priority for this year. 70% of children met the expected standard last summer (with national figure 72% and LA 66.5%) with an improvement being sought this year. November and January Writing Book Scrutiny documents for Year 1 (as an example) evidenced much to celebrate and identified the improvements being made in teaching and learning such as use of the purple pen showing pupils responding to teacher feedback. The April English Update document evidence strengths including clear progress in Writing books, tasks continue to be adapted across ability groups, explicit grammar teaching and phonics application are having a positive impact on independent writing and good opportunities for consolidating sentence structure are apparent in incidental writing. Staff are reminded about the importance of handwriting and to be fussy about the non-negotiables (e.g. use of capital letters and key word spellings) and to prioritise quality over quantity.
- The most recent data drop in early March evidenced further improvements as expected as the academic year progresses e.g. in respect of Writing Year 2 pupils improved from 44% meeting the expected standard to 72%, Year 5 from 61% to 67% and Year 6 from 61% to 65%. Further improvements are expected before the assessments at the end of the year.
- GD figures are also expected to further improve for Writing and Reading as the children further develop.
- The Year 6 SATs in May were thought to be fair by staff; results will be available 8 July and then reported to governors in September. As expected, there were some tricky spellings.
- Staff continue to be impressed by the usefulness of the new tracker, developed in-house using Google Sheets; they are feeling less overwhelmed by data with the key data for different groups of children (e.g. PP and SEND) available at a glance which facilitates timely interventions where needed.
- Reading remains a school strength and 85% met the expected standard last summer while 40% achieved the Higher Standard/GLD (with LA average 25%).
- Renaissance Star Reading Screening Reports (Years 2-6) from the April-May screening window shows the % of children at or above benchmark improved and was in the range 67% (Year 6) - 83% (Year 4). 13 Year 1 pupils screened all achieved above benchmark. Results can be compared with the Winter screening window to track improvements while children on the watch list and needing interventions or urgent interventions are clearly identified so staff can focus on these pupils. The final screening window in June-July should evidence even further improvement.
- Shared Reading continues to be used as a device used where teacher/TA and pupils read together allowing children to observe and actively participate in the reading process while bridging the gap between listening to stories and independent reading. There are clear benefits at both KS1 and KS2.
- The Literacy Shed's VIPERS i.e. Vocabulary, Inference, Prediction, Explanation, x Retrieval and Sequence or Summarise is used to aid recall of the 6 reading domains and is a method of ensuring that children are asked, and are familiar with, a range of questioning.
- The daily focus on SPAG continues for all children with refinements for those with SEND such as the watch list to ensure timely and appropriate support/interventions.
- Opportunities for children to talk about their Reading and practice their Writing continue as will children's immersion and enjoyment in Reading and Writing. Parents/carers have been and will continue to be actively encouraged to foster a love of, and passion for reading, in their children.
- The SL remains confident about both staffing and morale at this point in the year; staff teamwork is apparent as is the way colleagues support one another in a year when there have been changes including mixed ability groups. Next year there will be more mixed ability teaching with some staff now welcoming the opportunity rather than being concerned about the change.

- The English Overall Subject Priority for this year to introduce metacognition and self-regulation so that children are aware of their strengths, weaknesses and the strategies they need to learn will remain for next year with possible adjustments to the Action Plan for Reading and Writing which for the current year includes: curriculum audits to identify key knowledge and skills that deepen understanding; monitoring assessment information to identify key gaps and actions needed; reducing achievement gaps and particularly with the most vulnerable children; for all children to be self-regulated learners of whom the staff have high expectations and with all forms of success celebrated; Short Burst Writes across both key stages continue to be embedded.
- No stone is left unturned by the dedicated English staff team to achieve the potential of children at Liscard who are encouraged and supported to succeed.
- **Next visit** during term 1, September 2025. Dates for the subsequent 2 visits will be agreed at this meeting to coincide with the period when data becomes available.