



MILL HILL COMMUNITY PRIMARY SCHOOL
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

CURRICULUM AREA	English
CURRICULUM CO-ORDINATOR	Pauline Grainger and Wendy Withington
DATE OF REVIEW	June 2020

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020	
<p>What monitoring has taken place in FS/KS1/KS2</p> <ul style="list-style-type: none"> ➤ Audit of English curriculum overviews and timetables ➤ Monitored teaching of reading and reading comprehension across the school ➤ Book scrutinies – dates ➤ Staff meetings for teaching of phonics ➤ Writing moderation ➤ Learning walks – looking at vocabulary and spelling and reading and writing on display ➤ Lesson observations – ➤ Data moderation – ➤ Pupil interviews – attitudes to reading 	<p>Who has been involved in the monitoring?</p> <ul style="list-style-type: none"> • Teachers • reading leaders • NYCC adviser • SLT • Chair of Governors
<p>What are the main strengths in this curriculum area?</p> <p>FS/ KS1</p> <ul style="list-style-type: none"> • Phonics and early reading • Pre-teaching for reading • Cross curricular writing for a purpose • Pupil awareness of vocabulary and its acquisition • Intra-school writing moderation • Verbal feedback used to aid progress • Consistent approach to teaching guided reading • Consistent approach to teaching phonics. 	<ul style="list-style-type: none"> • KS2 • Use of high quality in teaching of reading comprehension • Pre-teaching for reading • Cross curricular writing for a purpose • Pupil awareness of vocabulary • Spelling continues to be embedded and successful • Intra-school writing moderation • Verbal feedback, self and peer assessment used to aid progress
<p>What are the areas for development in this curriculum area?</p> <p>FS/ KS1</p> <ul style="list-style-type: none"> • Continuing quality pre-teaching and teaching focus for PP to diminish the difference between disadvantaged and non • Teaching of grammar in KS1 • Teaching of systematic writing in FS 	<p>KS2</p> <ul style="list-style-type: none"> • Continuing quality pre-teaching and teaching focus for PP to diminish the difference between disadvantaged and non • Increased opportunities to show challenge in learning, and activities • Teaching of grammar

How is pupil progress and attainment evaluated?



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<p>FS/ KS1</p> <ul style="list-style-type: none"> • Termly teacher assessment using TT • Data analysed by subject leader to track progress across Key Stages • Book Scrutinies • Lesson monitoring • Year 2 Spelling Trackers • Phonics tracking • Year 1 Phonics Check • Termly Year 2 Reading Comprehension and SPaG past SATs and SATs 	<p>KS2</p> <ul style="list-style-type: none"> • Termly teacher assessment • Data analysed by subject leader to track progress across Key Stages • Book Scrutinies • Lesson monitoring • KS2 Spelling Trackers • Termly assessments in Years 3, 4 and 5 Termly Year 6 • Reading Comprehension and SPaG past SATs and SATs
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Progress of Pupil Premium Pupils in this curriculum area 2019 – 2020

FS/ KS1/ KS2

Attainment of PP pupils behind non PP

Progress of PP pupils is generally good

Pre- and post- teaching and differentiated support in lessons has increased confidence and progress

Year not complete due to Covid 19 closure. The school has concerns about how far behind PP may fall despite the provided home learning packs for families.

What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)

- Targeted booster groups for PP children to close the gap both pre and post teaching – Covid 19 Catch Up
- To be implemented and monitored by Year group teachers and subject leader
- Ensure challenge for all throughout the school in reading and writing
- Monitor teaching and learning of grammar
- Monitor teaching and learning of early writing
- Reading moderation within school
- Strengthen links with the library

What are pupil attitudes to Reading?

FS

- Reading makes you good at reading, so you can read to other people, you read to learn more, it helps you find words to use to describe things
- Read every morning in school from phonics Reading and topic books – like these books
- Read lots at home, mainly in the evening with parents or grandparents, like a bedtime story
- Use phonics books in learning
- Enjoy reading funny books and adventure stories; information books on the tablet and notes from Mum
- Teachers reads at the end of the day – we like listening to those stories.

KS1

- Reading is: enjoyable, entertaining, imagination expanding
- Think the guided Reading is good for lots of different types of books
- Interesting guided reading books – things they wouldn't normally read
- Enjoy reading: exciting detective and adventure stories, comics, e-books and bookworm on Chromebook
- Not keen on fairy tales
- Love having a class reader 'chapter' book that the adults read to the class
- Like reading with Mum



MILL HILL COMMUNITY PRIMARY SCHOOL
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

- KS2
- Reading is: entertaining, knowledge expanding, imagination growing, favourite hobby, makes me better at spelling and vocabulary, inspiring (to write), relaxing, a chore
 - Guided Reading has some interesting books. Would rather read home chosen books
 - Likes the library
 - Good topic books
 - Enjoy reading: mysteries, action adventure stories, classic stories, stories about young people, newspapers, magazines, play scripts, poems, good fact books, Horrible Histories
 - Dislike books about fairies and magic
 - Sometimes like being read to, but best when reading in head
 - Likes reading with Mum in the evenings

How does this curriculum area contribute to the teaching of English and Mathematics?

<p>ENGLISH</p> <ul style="list-style-type: none"> • 	<p>MATHS</p> <ul style="list-style-type: none"> • Reading and understanding word problems • Spoken language to be able to reason and reflect □ Writing explanations
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What are the key resources?

- Broad and balanced curriculum showing intent and ways to implement
- Phonics resources including new phonically decodable books through all phases
- Varied and quality texts for: reading, comprehension and reading for pleasure

Curriculum intention: What are the objectives of your curriculum area?

- ❖ To offer rich, varied and diverse opportunities to challenge every pupil when speaking, listening, reading and writing which draw upon meaningful, real-life experiences.
- ❖ To encourage curiosity and a love for English through the teaching of knowledge and skills in an age-appropriate and progressive way across the school, so that the pupils' understanding and learning is extended and mastered year upon year.
- ❖ To develop the values pupils need to succeed and be ready for life in society.

Curriculum intent and implementation: How is your curriculum area sequenced, structured, designed and implemented?

- ❖ See separate sheet

How does the school ethos and values impact on your subject intent and implementation?

- ❖ See separate sheet

How does your curriculum reflect the British Values and SMSC?



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❖ See separate sheet	
Which areas of your Curriculum Action Plan require focus in the next academic year?	
<ul style="list-style-type: none">• Targeted booster groups for PP children to close the gap both pre and post teaching.• To be implemented and monitored by Year group teachers and subject leader• Ensure challenge for all throughout the school in reading and writing• Monitor teaching and learning of grammar• Monitor teaching and learning of early writing / consistency in phonics teaching• Reading moderation within school• Strengthen links with the library	
What CPD has been attended?	What has been the impact of the CPD?
<ul style="list-style-type: none">• NYCC cluster SL meetings• Developing phonics• KS1 reading and writing moderation• Leading English sessions• SEN guidance from C Noyse• Precision Teaching	<ul style="list-style-type: none">• Given scaffolds for monitoring, developmental work, observing and work scrutinies• Given scaffolds to help professional conversations• Increased focus on progress, learning and learners• Increased knowledge and ability to self-reflect• Advice and updates on local and national developments• Assist in understanding and ability to carry out school improvement in English and given strategies to improve pupil outcomes• Able to network and share practise with colleagues• Able to network and share practise with colleagues• Undertaken action research about vocabulary