



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT

ENGLISH

Together Everyone Achieves More

INTENT



How to communicate using appropriate vocabulary

In reading, the children are taught the importance of reading, both for enjoyment and for information. They need to feel comfortable around books and learn to develop their concentration and imagination. Children are also shown how reading is a necessary skill in our personal lives. The teaching of reading at Corsham Regis actively encourages and promotes pupil interaction through talking, in pairs, groups and with the teacher. Pupil talk and use of vocabulary is supported by the use of classroom working walls, which display key vocabulary/Wow words, being taught. They support the children by providing, where appropriate, sentence stems to enable all children to gain confidence when talking about their learning.

About Corsham and the local area

Where possible, teachers embed the children's learning through the different cross curricular topics. Examples include texts linked to the termly topics either as a whole class book where strong links are made with writing or more fact retrieval texts to further develop their knowledge and understanding of the topic.

Through experience inside and beyond the classroom.

Children are encouraged to read in school and at home. In KS1, children have a reading record book where communication is promoted. A whole school reading incentive of collecting ribbons for each book read is in place and is visually promoting a love and interest in reading. Every year, as a whole school we go to town on World Book Day where the staff dress up in a chosen theme and the children come dressed as a character from their favourite book. The day is spent celebrating and promoting our love of reading.

The main reading scheme used at Corsham Regis is Read Write Inc book bag books. Reading skills are taught through the Read Write Inc phonics scheme, which is an inclusive literacy programme for all children learning to read from Foundation Stage to Year 4.

New knowledge and understanding appropriate to their age

The children are taught the National Curriculum for each year group. The focus of the skills which are taught are decided by careful question level analysis, from PiXL tests, to identify gaps in the children's understanding. Sequences of learning are planned for using a whole school planning approach with a clear daily focus and structure.

How to keep themselves safe

When using the internet to access reading resources, children are encouraged to search safely and use child friendly sites such as Swiggle. Children are also taught the importance of keeping their personal information safe, such as passwords and log in details. During lessons, children have access to a wide range of resources to support their learning and are taught to respect resources.

IMPLEMENTATION DATA 2023-2024



EYFS (19 children)

15/19 **(79%) achieved expected.** 4/19 (21%) achieved working towards. 8/11 (73%) PP pupils achieved expected. 1/2 (50%) SEND pupils achieved expected.

Year 1 Phonics (24 children)

23 children took the year 1 Phonics Screening. 21 (88%) passed, 1 (4.1%) did not pass. 1 (4.1%) child was disapplied. 1 child (4.1%) was absent during the testing period. 10 (91%) PP children passed. 4 (80%) SEND passed. 5 (100%) EAL passed.

Key Stage 1 Reading (14 children)

8/14 **(57%) achieved expected/+,** 5/14 (36%) achieved Greater Depth and 6/14 (43%) achieved working towards. 5/10 (50%) PP pupils achieved expected/+, 3 of these (30%) achieved GDS. 2/5 (40%) SEND pupils achieved expected.

IMPLEMENTATION DATA 2023-2024



Key Stage 1 Writing (14 children)

13/14 (**64%**) **achieved expected/+**, 1/14 (7%) achieved Greater Depth and 5/14 (36%) achieved working towards. 6/10 (60%) PP pupils achieved expected/+, 1 of these (7%) achieved Greater Depth. 2/5 (40%) SEND pupils achieved expected.

Key Stage 2 Reading SATS (31 children)

20/31 (**65%**) **achieved expected/+ (National 74%)** 4/31 (13%) achieved Greater Depth, (55%) PP pupils achieved expected/+, 0/2 (0%) SEND pupils achieved expected. 0/1 (0%) EAL achieved expected.

Key Stage 2 Writing SATS (31 children)

23/31 **74% achieved expected/+ (National 72%)**, 1/31 (3%) achieved Greater Depth, 45% PP pupils achieved expected, 0% SEND pupils achieved expected. 0% EAL achieved expected.

ASSESSMENT



We use RWI phonic assessments to formatively assess the children from Reception to year 4, six times a year.



We use PiXL to formatively assess the children from year 1 to year 6, three times a year in Reading and update the writing trackers 6 times a year using genre checklists.

Story Checklist	
Success criteria	My Teacher
I can use my set ___ sounds in the words that I write	
I can use the tricky words: the, my, put, they, he, she, and you in my writing	
I can use 'and'	
I can sequence sentences to form a short narrative	



PLANNING SAMPLE

Class	Year A Reading and Writing Genres					
	Autumn Term 1 Geography	Autumn Term 2 Science	Spring Term 3 Arts – including Music/DT	Spring Term 4 History	Summer Term 5 History/DT	Summer Term 6 Science
Fox FS2/Yr1	On-going tradition tales, poetry. A range of non-fiction texts inc..instructions and reports. Traditional Tales- The town and the Country Mouse Traditional Tales – Town and Country mouse Story Letter	On-going tradition tales, poetry. A range of non-fiction texts inc..instructions and reports. Traditional Tales- The Three Little Pigs Traditional Tales –3 Pigs Story Recount	On-going tradition tales, poetry. A range of non-fiction texts inc..instructions and reports. The Nut Cracker Lost in the Toy Museum Instructions - 1890 Nutcracker toy info book Lost in the Toy Museum	On-going tradition tales, poetry. A range of non-fiction texts Inc. Instructions and reports. Peepo Toys from the Past Story-Peepo Poetry- Peepo	On-going tradition tales, poetry. A range of non-fiction texts Inc. Instructions and reports. Man on the Moon Rocket mole Beegu Story Diary	On-going tradition tales, poetry. A range of non-fiction texts inc..instructions and reports. Dear Zoo Anywhere Farm Fact files – Dear zoo Anywhere farm Non-chronological reports/diary
Dickens Yr1/2	Fable- How Anansi Spider got 8 legs Information text – Corsham Fable Non-Chronological Report	Fable – 3 little pigs Information text- materials Poetry Explanation (Science) Fable	Story- The Enormous Crocodile Information Text – Roald Dahl Biography Instructions Story Instructions	Historical Fiction – Daisy saves the day Information text Diary Non-Chronological report – houses through history	Information Text- Shackleton's journey + Columbus Poetry Biography Biography News report	Poetry – Oi Duck Information text Fairy tale Non-Chronological report – animals Poetry
Millward and Mason Yr4/5	The Miraculous Journey of Edward Tulane Historical Stories	Fantasy –George's Marvellous Medicine Poetry – Christmas poetry	Historical fiction – Danny the Champion of the world. Poetry – Song lyrics – Big Yellow Taxi	Tom's Midnight Garden Letter writing	Information texts Myths – The Thieves of Ostia Ramous Play scripts Adventure	Fables Information Texts Continued with Daely. Fables
		Story	Poetry			
L.J. Turner Yr6	Information text Non-chronological report- Geographical information texts Persuasive writing Non Chronological reports	Science Fiction – SATs text linked to genre. Narrative Explanation texts Instructions	Poetry Biography SATs text linked to genre. Poetry Biography	Historical Fiction – SATs text linked to genre. Diaries	Information texts SATs text linked to genre. Play Scripts	Fables – Aesop's fables Fables Flashbacks

IMPLEMENTATION



English Hubs

Ramsbury English Hub

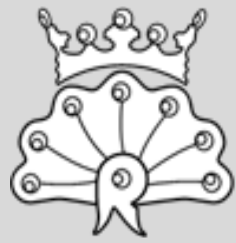
We will be going into our 2nd year of working with the Ramsbury English Hub.



I hold weekly coaching and practice sessions for all reading teachers to support them in phonics.



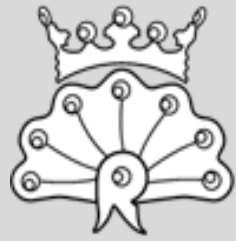
I feedback data, updates and implement changes to the whole school in staff meeting time.



Our provision is built around our 6 topic themes, one for each term and cover a range of topics and genres. This is based on our 2 year rolling programme and reading and writing planner.

Class	Year A Reading and Writing Genres					
	Autumn Term 1 Geography	Autumn Term 2 Science	Spring Term 3 Arts – including Music/DT	Spring Term 4 History	Summer Term 5 History/DT	Summer Term 6 Science
Fox Y5/2/Yr1	On-going tradition tales, poetry. A range of non-fiction texts inc. instructions and reports. Traditional Tales- The town and the Country Mouse Traditional Tales – Town and Country mouse Story Letter	On-going tradition tales, poetry. A range of non-fiction texts inc. instructions and reports. Traditional Tales- The Three Little Pigs Traditional Tales –3 Pigs Story Recount	On-going tradition tales, poetry. A range of non-fiction texts inc. instructions and reports. The Nut Cracker Lost in the Toy Museum Instructions - 1890 Nutcracker toy info book Lost in the Toy Museum	On-going tradition tales, poetry. A range of non-fiction texts Inc. Instructions and reports. Peepo Toys from the Past Story-Peepo Poetry- Peepo	On-going tradition tales, poetry. A range of non-fiction texts Inc. Instructions and reports. Man on the Moon Rocket male Beegu Story Diary	On-going tradition tales, poetry. A range of non-fiction texts inc. instructions and reports. Dear Zoo Anywhere Farm Fact files – Dear zoo Anywhere farm Non-chronological reports/diary
Dickens Yr1/2	Fable- How Anansi Spider got 8 legs Information text – Corsham Fable Non-Chronological Report	Fable – 3 little pigs Information text- materials Poetry Explanation (Science) Fable	Story- The Enormous Crocodile Information Text – Roald Dahl Biography Instructions Story Instructions	Historical Fiction – Daisy saves the day Information text Diary Non-Chronological report – houses through history	Information Text – Shackleton's journey + Columbus Poetry Biography Biography News report	Poetry – Ol Duck Information text Fairy tale Non-Chronological report – animals Poetry
Millward and Mason Yr4/5	The Miraculous Journey of Edward Tulane Historical Stories	Fantasy -George's Marvellous Medicine Poetry - Christmas poetry Story	Historical fiction – Danny the Champion of the world. Poetry – Song lyrics – Big Yellow Taxi Poetry	Tom's Midnight Garden Letter writing	Information texts Myths – The Thieves of Ostia Romanus Play scripts Adventure	Fables Information Texts Continued with Darcy. Fables
L.J. Turner Yr6	Information text Non-chronological report- Geographical information texts Persuasive writing Non Chronological reports	Science Fiction – SATs text linked to genre. Narrative Explanation texts Instructions	Poetry Biography SATs text linked to genre. Poetry Biography	Historical Fiction – SATs text linked to genre. Diaries	Information texts SATs text linked to genre. Play Scripts	Fables – Aesop's fables Fables Flashbacks

PROVISION



Each topic starts with a cold write, where the teacher uses a checklist for that genre to mark it against. After all objectives on that genre are taught then a hot write completes the topic.

English Sequence of Learning

Summer 5 Year 4/5 Genre: Historical Stories

Wk	Monday	Tuesday	Wednesday	Thursday	Friday
1	TB Day	Wellbeing Week	Wellbeing Week	Wellbeing Week	Spelling
2	Cold Write Historical Story	Features of non-historical stories	Introduce story of Om-storymaking. Clues that it is the past-detective activity.	Practice storymaking story. EXT: Describe a stone age settlement	Spelling
3	PiXL GPS Paper 1	PiXL GPS Paper 2 Start story map	Complete story map	PiXL Reading Paper	Spelling
4	SPaG Co-ordinating and subordinating conjunctions	Catching the reader's attention. Setting the story in the past.	EXT: Report on important events happened in the Stone and Iron ages. 1st draft.	Edit and publish report.	Spelling
5	SPaG Similes and alliteration	SPaG Metaphors and personification	Using descriptive language to improve our story.	SPaG Speech punctuation	Spelling
6	Wow Day	Hot Write	Edit Hot Write.	RE Day	Spelling
7	Publish Hot Write	SPaG Word class	Free Write Pobble: selection of 3 images	Half Term	

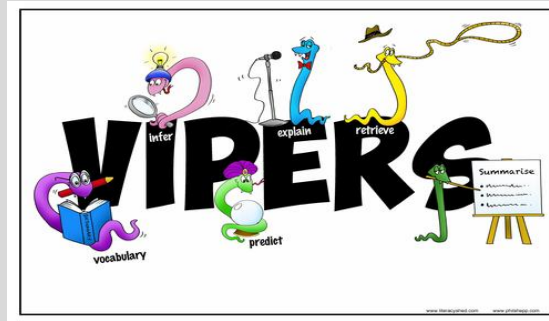
Each teacher plans their learning using an English weekly SOL to ensure progression and coverage.

PROVISION IN WRITING

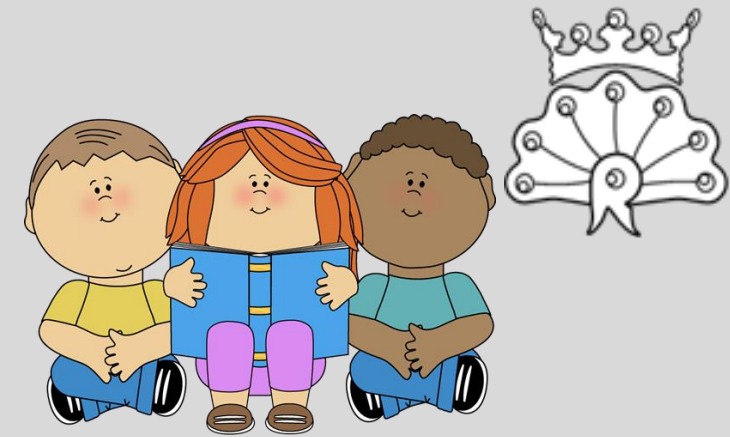
Story Checklist



Success criteria	My Teacher
I can use my set ___ sounds in the words that I write	
I can use the tricky words: the, my, put, they, he, she, and you in my writing	
I can use 'and'	
I can sequence sentences to form a short narrative	

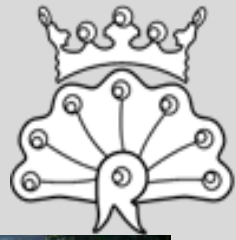


Once children have completed the phonics programme they continue their reading journey with Guided Reading in class. In Guided reading sessions the children are taught to explore vocabulary, make and justify inferences, make predictions, explain their ideas, retrieve information from a text and summarise the main ideas.



Once a week the children also get the opportunity to Buddy read. Each term a different class is buddied up with another class. For the first 15 minutes children share books with each other and for the second 15 minutes a teacher reads to them a favourite book and explains why they like it. This promotes the love of reading across the school.

PROVISION IN READING

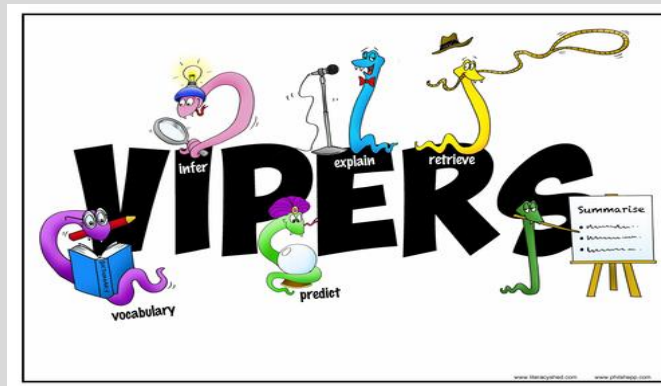


Pie Corbett's reading spine



Pobble 365

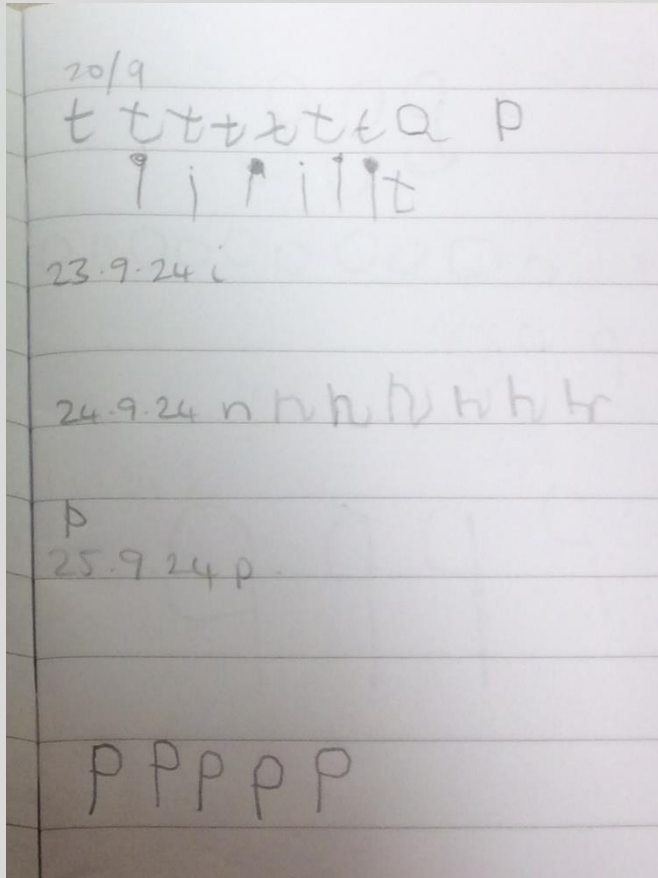
RESOURCES





IMPACT

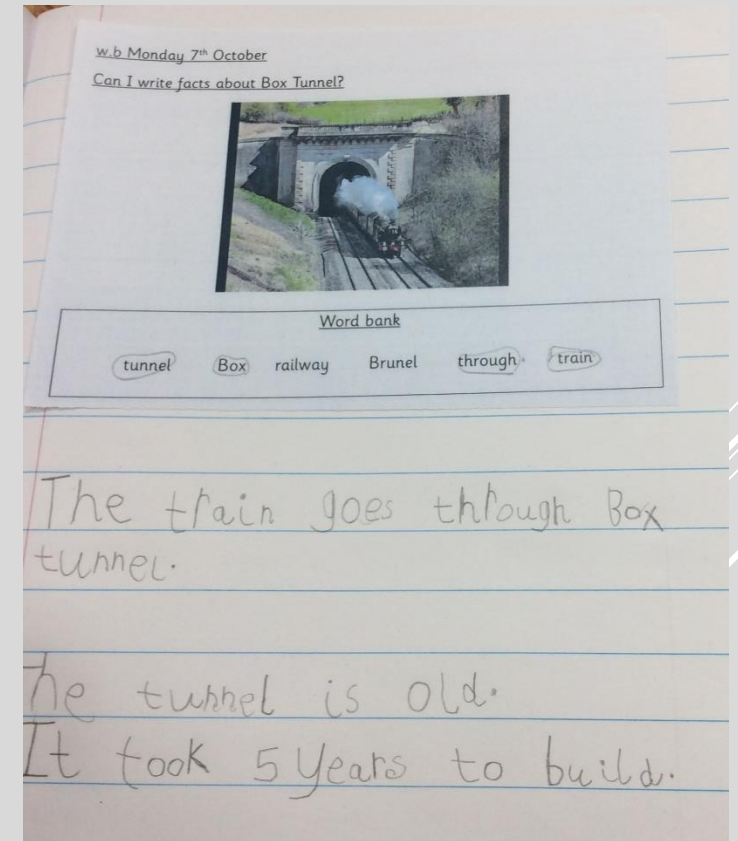
- ▶ By learning our sounds and being able to blend sounds together into words makes us early readers.
- ▶ By knowing all 44 phonemes, recognising words by sight and reading 90 to 100 words per minute makes us a fluent reader. Once we can read we can access anything!
- ▶ By knowing these sounds and having a good grasp of language and by putting these sounds into words makes us early writers.
- ▶ By knowing all the spelling patterns we learnt as readers and having a good genre knowledge makes us fluent and secure writers.
- ▶ By having the confidence to have a go, teamed with inspiration and imagination allows us to become fluent, secure and creative writers.



Fox class



Dickens class



Mason class

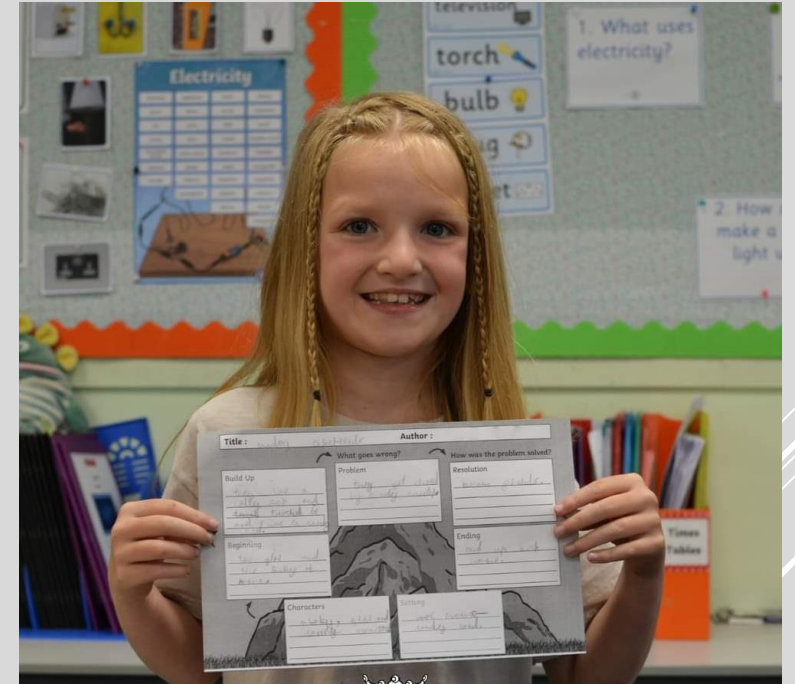
EVIDENCE



Fine motor control skills
in Fox class



Reading historical
stones in Dickens class



Creating a story
mountain in Mason
class

EVIDENCE



Friday 4th October

The power source has risen again!

Long long ago, this Border Collie saved the world the end. Just joking let me take you back long long ago, here we go.

Once upon a time, there lived a Border Collie she was called Poppy. Poppy loved helping people because she is kind, caring, caring and obviously a hero. She saves people every day I'm sure surprised she isn't tired. One day, she saw two paddies rob a bank so she did it as quick as flash she flew them to Azkaban (that's a jail). She

She had a chat with them for a while and they said "I don't know" they kept on saying that until I said "Right Right What are your names?" and they said "Harry Potter and Benji." Alright if your not telling me why you robbed the bank you two will be in Azkaban for 4 whole years."

So Poppy took them into the prison cell and when she put them in there Benji said "Catch you later" and he teleported out of the prison and poof he disappeared into thin air. Harry whispered under his breath "yes go on Benji!" "What did you say?" said Poppy. "Nothing nothing at all" "OK fine please please let me out please I promise I'll never ever do it again promise." said with a nice grin on his face. So Poppy let him free with a warning. If he went into the cold misty darkness to cause mischief. Whilst he was walking he saw a strange light coming from a house so he went in. He saw this strange fragile looking power source that could take over the world. Then Poppy came in very quickly but very quiet and says "do not touch that why?" because it's powerful mystical source

Millward class

Friday 4th October

Can I plan, write, edit and publish my myth/legend?

The dream that came true!

a long
One day (long) time ago, pig was about to go to sleep when (his) his doorbell rang. So he looked out his window and saw Shrek (a kidnapper on the news). He got scared so went into his bed and hid. After a while, pig fell asleep in an (un)comfortable position. When he woke he looked out the window and saw Shrek (still) still, standing in front of the door. But (when) pig blinked he was gone he totally disappeared. As it was light outside he chose to go on a walk to his (secret) secret den near his house.

After a (little) while, (the) pig got lost so he looked around to see if anyone was near, and if he saw SHREK! He tried to run but his legs couldn't move, and when he tried to scream but no sound came out. Then he was coming closer and close then even more close. To see that Shrek was in pigs face about to kidnap him.

But then, pig woke up in his bed still hidden under the covers. When he slowly got the courage to get out of his covers, he looked out the window to see out the window. To see a parcel and a card (out) and pig that it was his Amazon package.

But it was from Shrek, saying to meet him in the hood and the address. So pig left the while walking he was shaking of terror. When he got to the hood nobody was there only a mad with blood on it.

Turner class

EVIDENCE



Play writing and performing in Mason and Millward class



Note taking of historical facts in Turner class

EVIDENCE



I like reading information books because I learn new things from them.

Fox Class

I really enjoy conjuring up images of different characters in my head when I read a new book.

Millward Class

I love reading because there is nothing better than getting lost in a good book.

Turner Class

Reading is like an adventure, it's lots of fun!

Mason Class

CHILDREN'S VOICE

I learn lots of new vocabulary when I read.

Dickens Class

Reading increases your knowledge and vocabulary.

Turner Class

Once you know all your sounds, you can read anything!

Dickens Class



CHILDREN'S VOICE

I enjoy making up stories and sharing my ideas in my writing.

Mason Class

I love creating my own worlds and adventures in my writing.

Turner Class

I like using my imagination and making up characters to use in my writing.

Millward Class

When I write I like using the vocabulary I have learnt in reading in my writing.

Turner Class

I love writing my own stories where I can create my own adventures.

Dickens Class

Writing allows me to express my thoughts and ideas.

Mason Class

I can write my name, a list and a sentence now!

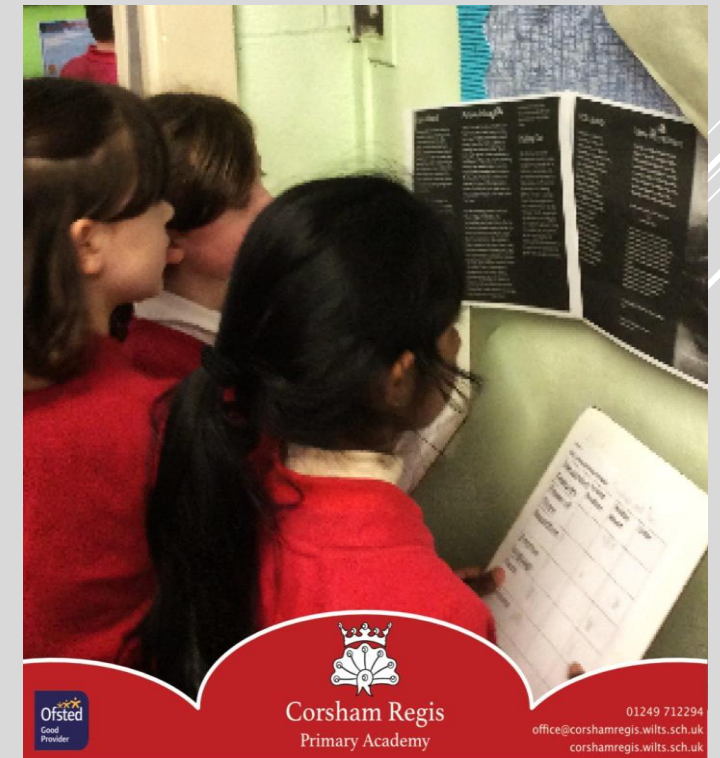
Fox Class



 
Corsham Regis
Primary Academy
01249 712294
office@corshamregis.wilts.sch.uk
corshamregis.wilts.sch.uk



 
Corsham Regis
Primary Academy
01249 712294
office@corshamregis.wilts.sch.uk
corshamregis.wilts.sch.uk



 
Corsham Regis
Primary Academy
01249 712294
office@corshamregis.wilts.sch.uk
corshamregis.wilts.sch.uk

PHOTOS/ REGIS MAGIC MOMENTS



FINAL REFLECTION/NEXT STEPS 24/25

English is always evolving at Regis with staff tweaking topics to make them more exciting or finding a new book that fits a genre and inspires young minds. Working alongside the English Hub and Read Write Inc specialists means I am continuously getting support and updates that I can then disseminate down to the relevant people meaning we can continuously move English forwards and make it better.

My next steps are:

- To support staff with our final year of working with the English hub and Read Write Inc.
- To monitor the triangulation of Weekly Sequence of Learning, English Sequences of Learning and Topic books.
- Continue to have weekly coaching and practice sessions
- To work alongside the Corsham cluster to create a more streamlined approach to writing.