



Corsham Regis
Primary Academy

SUBJECT LEADER IMPACT REPORT *ENGLISH*

Together **E**veryone **A**chieves **M**ore

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 2024-2025



EYFS

	Emerging	Expected
Speaking	22% 33% PP 37% SEND 25% EAL	78% 67% PP 63% SEND 75% EAL
Comprehension	26% 50% PP 37% SEND 25% EAL	26% 50% PP 63% SEND 75% EAL
Word Reading	43% 50% PP 50% SEND 75% EAL	57% 50% PP 50% SEND 25% EAL
Writing	48% 50% PP 62% SEND 75% EAL	52% 50% PP 38% SEND 25% EAL

IMPLEMENTATION DATA 2024-2025



Year 1 Phonics (21 pupils)

15 (**71.4%**) passed

4 chn (**19%**) did not pass

1 (**4.7%**) was disapplied

1 (**4.7%**) was absent during the testing period.

5 (55.5%) **PP** chn passed. 1 (20%) **SEND** chn passed (1 was disapplied). 0 (0%) EAL passed.

1 child who did not pass has as an attendance of 27.3% and is on a reduced timetable. 1 child who did not pass is EAL, a new starter and has attendance of 67.6%. 1 child who was absent was away travelling and has an attendance of 75.4%. 1 child who was disapplied is a new starter, is SEND and has an attendance of 79.6%. 1 child who did not pass has an EHCP for significant Speech and Language delay and is in the year below her chronological age.

IMPLEMENTATION DATA 2024-2025



Key Stage 1 Reading (21 pupils)

18 children **(80%)** achieved Expected/+ - 7/9 (77%) Disadvantaged, 4/5 (80%) EAL, 3/4 (75%) SEND)

4 children **(19%)** achieved Greater Depth - 2/9 (22%) Disadvantaged, 1/5 (20%) EAL

3 children **(14%)** achieved Working Towards - 2/9 (22%) Disadvantaged, 1/5 (20%) EAL

Key Stage 1 Writing (21 children)

14 children **(66%)** achieved Expected/+ - 5/9 (55%) Disadvantaged, 4/5 (80%) EAL

6 children **(19%)** achieved Greater depth – 1/9 (11%) Disadvantaged, 1/5 (20%) EAL

7 children **(33%)** achieved Working Towards – 4/9 (44%) Disadvantaged, 1/5 (20%) EAL



IMPLEMENTATION DATA 2024-2025

Key Stage 2 Reading SATS (21 children)

16 children (**76%**) achieved Expected/+ - (78% Pupil Premium and 43% SEND)

19% achieved Greater depth - (0% Pupil Premium)

Key Stage 2 SPAG SATS (21 children)

12 children (**57%**) achieved Expected/+ - (33% Pupil Premium and 29% SEND)

5% achieved Greater Depth - (0% Pupil Premium)

Key Stage 2 Writing (21 children)

52% achieved Expected/+ - (33% Pupil Premium and 29% SEND)

0% achieved Greater Depth

ASSESSMENT



We use RWI phonics 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.

In writing, we use writing trackers 6 times a year, and use writing checklists to mark against.

	Me	Teacher
<i>Structure</i>		
Can I write the beginning, middle and end of a story?		
<i>Punctuation and Grammar</i>		
Can I use capital letters to start most of my sentences?		
Can I use full stops at the end of most of my sentences?		
<i>Vocabulary</i>		
Can I use adjectives to describe?		
Can I use 'and' to join words and sentences?		
Can I use 'because' to extend sentences?		
<i>Spelling</i>		
Can I use my sounds to help me spell?		

IMPLEMENTATION



English Hubs

Ramsbury English Hub

We have now completed our 2 year programme with the Ramsbury English Hub and we continue to embed the work covered in this.



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.

IMPLEMENTATION

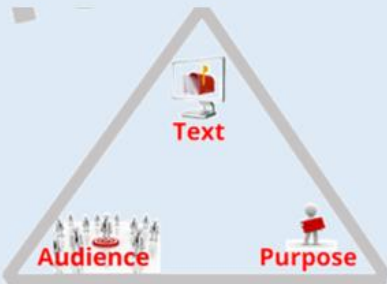
This year, a new writing hub has been set up with three other local schools and we have begun our 'writing project' journey.

Over the year, English Subject Leads across the three schools have:

What have the English Subject Leaders been up to this year??

- September 2024: Planning meeting - Corsham Regis
- October 2024: Writing Project Launch - Christchurch
- January 2025: Greater Depth Writing - Colerne
- March 2025: Writing in Action – St. Patricks
- May 2025: Case Studies and Impact – Christchurch
- July 2025: Celebration Twilight - Colerne

At the start of the year, English Subject Leaders presented to teachers and Head Teachers from all schools. From this, schools decided which areas of writing they wanted to develop and how they were going to do this.



David
Audience and Purpose
for Writing

Year 3/4 Theme: Science - Plants v Animals

Linked Texts

Non-Fiction: Non-Chronological report

Comparing texts on a similar theme

Comparing texts by the same author

Core Text

Whole Class Reading using VIPERS

Class Reader

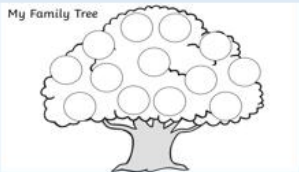
Linked Texts

Descriptive Poetry

Non-Fiction: Instructions

Narrative: Setting and Character Description Character Account

Sam
Creating a
Book-based Reading and
Writing Curriculum



Megan
Opportunities
for Writing in
EYFS

Can I write facts about the Clifton Suspension Bridge?



Word bank

Brunel bridge Bristol River Avon designed

Ali
Supporting SEN
Children with Writing

Speed Sounds Set 2

ay ee igh ow oo

oo ar or air ir

Speed Sounds Set 3

ea oi ou oy

a-e i-e o-e u-e aw

are ur er ow ai

oa ew ire ear ure

ENJOYMENT IN WRITING

Do children enjoy writing?
What teaching methods promote enjoyment in writing?
How can we teach so that ALL children enjoy writing and make progress, becoming competent, confident, inspired and motivated writers?

Rosie
Making Writing
Fun!

As a school, we decided to focus on creating a core reading spine, using high-quality texts and linked texts, to ensure breadth and exposure to a wide range of genres and authors. These books link to our termly topics and are studied in-depth during daily Reading lessons. Writing lessons are also linked to this text.

Teachers use the Literacy Shed website to aid planning of reading and writing.



PROVISION



An example of Reading and Writing long-term planning for Year A in Year 1/2:

English Reading texts	Core text: Mrs Mole I'm Home by Jarvis Linked texts: Home, Our Tower, Homes Throughout History, Historic books about houses in the past RE one day per class, one lesson	Core text: Beegu by Alexis Deacon Linked texts: Everyday Materials, Ada's Violin, Scientific books about materials RE one day per class,	Core text: The Wizard of Oz Linked texts: Texts about the 1940s RE one day per class, on	Core text: Claude in the City by Alex T. Smith Linked texts: I Wonder Where I Am, Atlases, books about Corsham/Wiltshire/England/UK RE one day per class, one lesson	Core text: The Owl Who Was Afraid of the Dark by Jill Tomlinson Linked texts: The Rainbow Bear, Gorilla, Information books about animals RE one day per class, or	Core text: Vlad and the Great Fire of London by Kate Cunningham Linked texts: Toby and the Great Fire of London (video) The Great Fire of London, Fire Safety books, Who was Samuel Pepys? RE one day per class, or
Writing focus	Information writing about houses in the past and houses today. Postcards.	Narrative – sci-fi Letter writing Lost poster	Setting and character descriptions Persuasive advert	Leaflets/information	Non-chronological reports about animals	Diary entry Descriptive writing (linked to video)



Reading Plan Summer 5 Week 2 Millward Date: 28.04.25. Teacher: SH RW

KM*: Key Marginal Reading Y4: BGS (EXS) -- (GDS) Y5: JDP (EXS)

*Ensure KM/Vulnerable for Pupil Progress** readers are being challenged to answer qus.:BGS NK AE AB RS

Tuesday	Wednesday	Thursday	Friday
Can I follow our class text and make predictions?	Can we write a definition for new vocab?	Can I infer and explain characters thoughts and behaviour?	Can we improve our understanding of the PiXL assessment?
Read up to and including chapter 4. T read and children follow text with own copy.	Define 'encouraged'. Define 'allergic'	Look at first inference question on SMART file. Discuss them model answering correctly for children to write out in books. Children then do second question independently.	PiXL Reading 3-3. Week 9 (PowerPoint) Children try questions independently and then purple polish.
'We heard something about him that we didn't understand at all' - predict what this will be. Put predictions on working wall.	Look up in dictionary and then make a definitions as a group and put on WW. Children write out in books.		

Teachers use the VIPERS planning from the Literacy Shed website and adapt it to suit the needs of their class. These lessons take place four times a week.

PROVISION IN READING



English Sequence of Learning

Summer 5 Year 4/5 Genre: Historical Stories

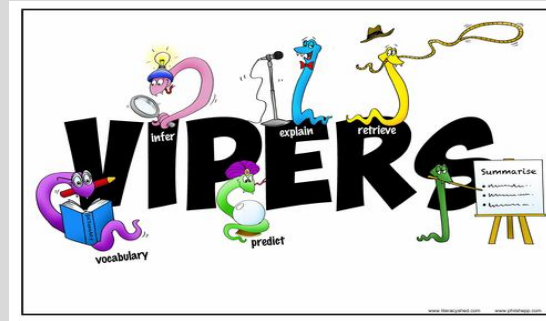
Wk	Monday	Tuesday	Wednesday	Thursday	Friday
1	TD Day	Wellbeing Week	Wellbeing Week	Wellbeing Week	Spelling
2	Cold Write Historical Story	Features of non-historical stories	Introduce story of Om-storymaking. Clues that it is the past-detective activity.	Practice storymaking story. EXT: Describe a stone 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 the writing for the term, using an English weekly SOL to ensure progression and coverage.

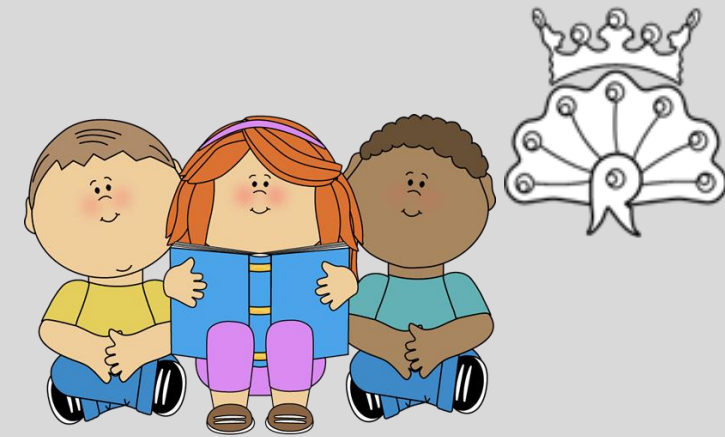
PROVISION IN WRITING



The Read Write Inc phonics programme is generally used in Early Years and Key stage 1, however there are a few children in Lower Key stage 2 who continue on the programme until they have a good grasp of phonics and are fluent readers. Children are assessed termly and then regrouped.



Once children have completed the phonics programme they continue their reading journey with reading lessons in class. In these sessions, 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. These lessons link to the core text or topic.

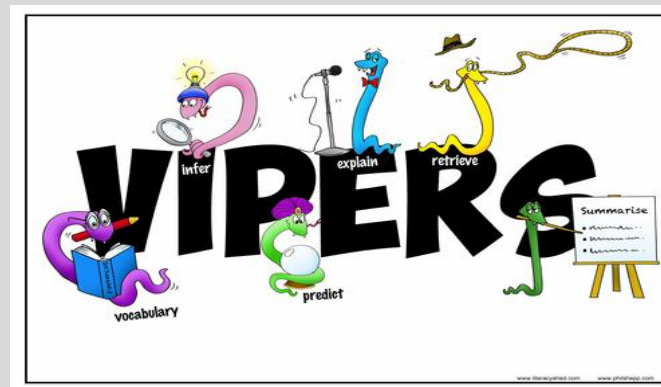


Once a week the children also get the opportunity to Buddy read. Each term a different class is buddied up with another class. For the first 15 minutes children share books with each other and for the second 15 minutes a teacher reads to them a favourite book and explains why they like it. This promotes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

PROVISION IN READING



RESOURCES



Pobble 365





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.
- ▶ By reading high-quality texts, we are exposing children to high-level vocabulary, which is then transferred into their writing.
- ▶ By writing for a purpose, pupils are more engaged and take more pride in their work.




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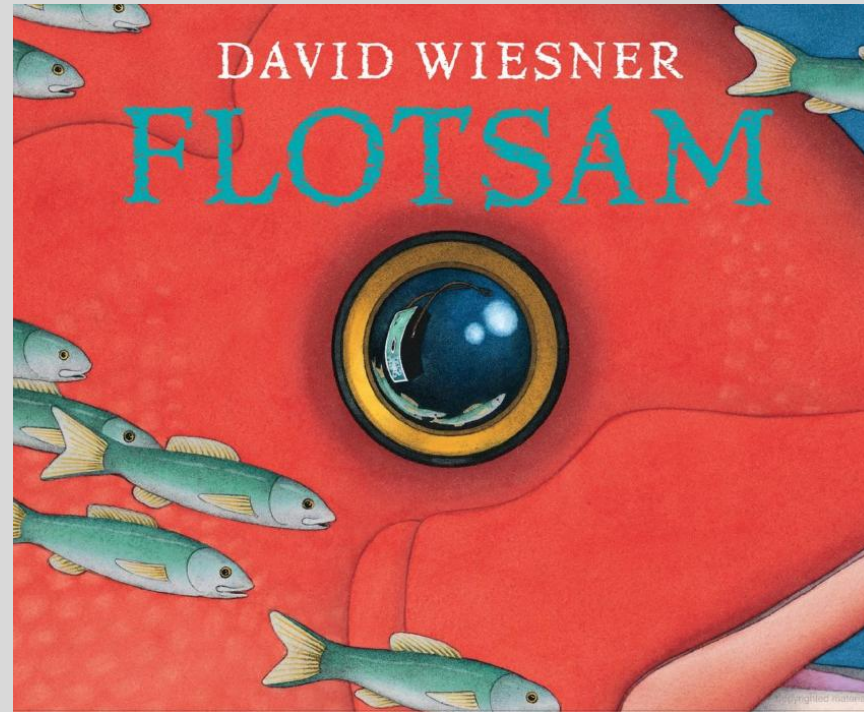
READING AT REGIS

WORLD BOOK DAY 2025

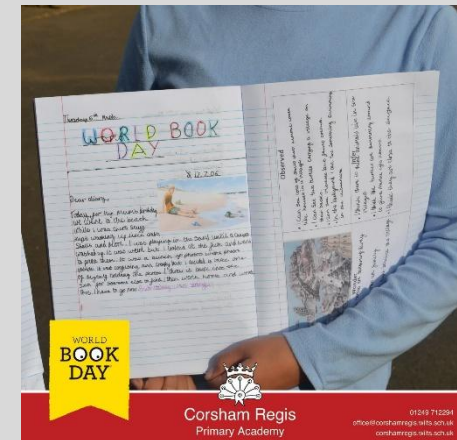
As a school, we all focused on the book 'Flotsam' by David Wiesner.

WORLD
**BOOK
DAY**

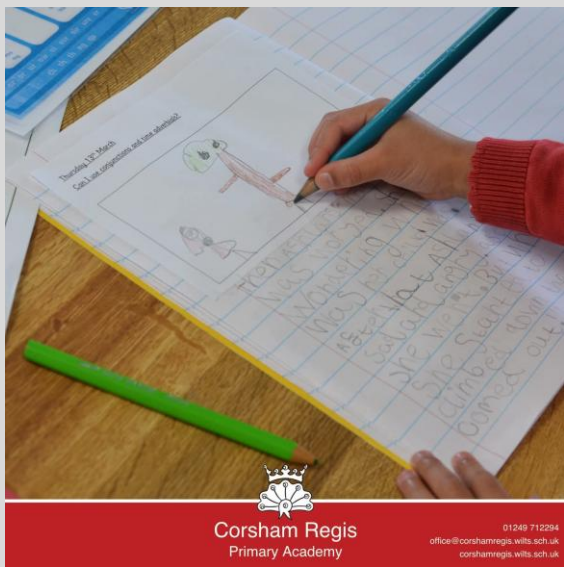
6 MARCH 2025



EVIDENCE



Story writing in Dickens Class



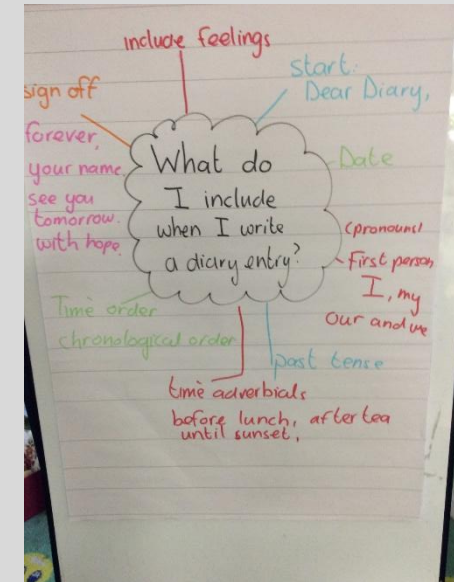
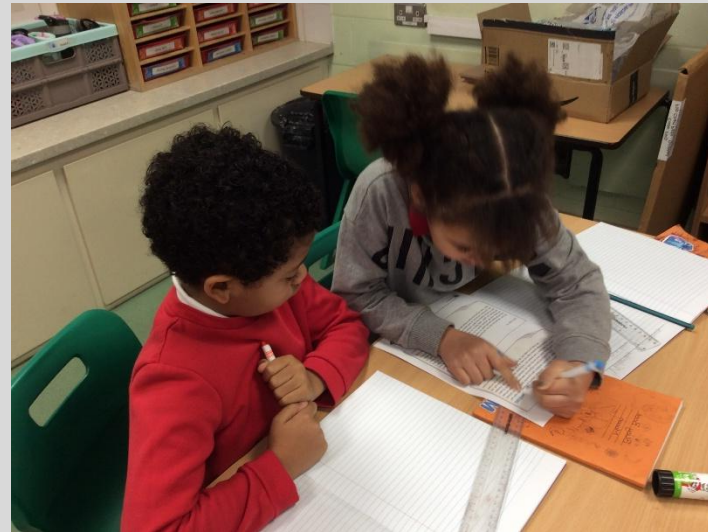
EVIDENCE

Writing for a purpose in Dickens and Mason class- the children wrote stories and displayed them in Springfield Library! We walked to the library to see them on display and listened to a story. We were also able to take out a library book, using our library cards.



EVIDENCE

Drama and diary writing in Mason Class



EVIDENCE

Storytown with Millward and 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

PUPIL 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



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

PUPIL VOICE

Writing allows me to express my thoughts and ideas.

Mason Class

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

Fox Class

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

Dickens Class



PHOTOS/ REGIS MAGIC MOMENTS



FINAL REFLECTION/NEXT STEPS 25/26

My next steps are:

- To continue to be a part of the Writing Project
- To continue to develop reading and writing across the school, using high-quality core and linked texts.
- To lead a whole-school writing moderation staff meeting.
- To continue to lead weekly coaching sessions for RWI teachers/TAs