



Subject English Curriculum Impact Statement 2025-2026

Overall synopsis / developments

Reading

Reading has remained a key priority this year, and the impact of our work is now clearly embedded across the school. The implementation of the **Little Wandle Letters and Sounds Revised** phonics programme is now fully established, with consistently high-quality teaching ensuring children develop secure decoding skills from the earliest stages of reading.

The positive impact of this can be seen throughout the school. Increasing numbers of pupils have successfully completed the phonics programme and progressed onto Little Wandle Fluency, allowing them to develop reading speed, expression and comprehension. Staff in Year 6 have noted a significant improvement in pupils' reading fluency on entry to Upper Key Stage 2, meaning pupils are better equipped to access the wider curriculum and more challenging texts.

Our assessment information demonstrates sustained improvement year on year. Across Key Stage 2, the majority of pupils are now working at or above age-related expectations, with particularly strong outcomes in Years 5 and 6. In Year 6, **74%** of pupils are working at or above the expected standard, with only **27%** below expected compared with **51%** in Year 4. This reflects the cumulative impact of consistently strong phonics teaching and targeted reading support as pupils move through the school.

Inclusion

At Longshaw, we use a variety of teaching and learning approaches in English to ensure that every child can succeed.

We provide:

- High-quality first teaching, adapted to meet the needs of all learners, including pupils with SEND, EAL and those from disadvantaged backgrounds.
- Targeted interventions to support children requiring additional help with reading and writing, including **Little Wandle Catch-up** and **Little Wandle Fluency** programmes for pupils who need to consolidate phonics knowledge beyond Key Stage 1.
- **FlashAcademy** to accelerate English language acquisition for pupils with English as an Additional Language (EAL), supporting vocabulary development, speaking, listening, reading and writing.
- **Dyslexia Gold** to provide personalised support for pupils with dyslexic tendencies and literacy difficulties, helping to develop reading accuracy, fluency, spelling and confidence.
- A strong focus on oracy and vocabulary development, particularly for pupils with speech, language and communication needs, ensuring all children can contribute confidently to discussions and express their ideas effectively.
- A rich and culturally diverse range of high-quality texts that reflect a variety of experiences, backgrounds and perspectives, enabling all pupils to see themselves represented in the literature they study.
- Regular assessment for learning to inform planning and provide personalised support, ensuring every child can make strong progress from their starting point.
- The use of **2Eskimos** reading assessments alongside Little Wandle assessments to monitor reading age, fluency and progress, enabling timely intervention where required.

The programme has had a particularly positive impact on pupils with SEND and those learning English as an Additional Language (EAL), providing a structured approach that builds confidence and independence. We have introduced the Little Wandle SEND programme to further strengthen support for pupils requiring additional intervention. Reading comprehension has continued to improve alongside fluency and prosody, with pupils demonstrating greater confidence during whole-class reading and discussing texts with increasing depth. Standardised assessments, teacher judgements and regular monitoring using Little Wandle assessments and 2Esquimos reading ages provide robust evidence that pupils are making strong progress. This year, we have also introduced FlashAcademy to support pupils with English as an Additional Language (EAL). Early evidence indicates that the programme is having a positive impact on pupils' acquisition of English vocabulary, language development and confidence, enabling them to access learning more quickly across the curriculum. In addition, we are introducing Dyslexia Gold to provide targeted support for pupils with dyslexic tendencies and those experiencing literacy difficulties. As this intervention becomes embedded, we anticipate that it will further improve reading accuracy, fluency and spelling, helping more pupils with SEND to make accelerated progress. Together, these programmes strengthen our inclusive approach and are expected to have a significant positive impact on outcomes for both our SEND and EAL learners in the coming academic year. Writing Writing has also continued to strengthen this year. Working alongside our English consultant, Dawn Roberts, we have further refined our curriculum to ensure a coherent progression of	• Daily targeted reading sessions led by teaching assistants for the lowest 20% of readers, ensuring pupils receive additional practice and support to accelerate progress. This year, the introduction of FlashAcademy has already shown positive early impact in supporting our EAL pupils to acquire English more rapidly. As Dyslexia Gold becomes embedded, we expect it to further strengthen outcomes for pupils with SEND by providing tailored support that addresses individual literacy needs. <u>Highlights / Cultural Capital</u> This year, we have continued to provide a wide range of enriching experiences to enhance pupils' engagement with reading and writing while building their cultural capital through meaningful connections with literature. Key highlights include: • Online author and poet workshops with Michael Rosen for Years 3 and 4, inspiring creativity, developing poetry performance and fostering a love of language. • A whole-school celebration of World Book Day, promoting reading for pleasure through themed activities, book discussions, shared reading and creative learning experiences. • A visit from the Library Bus, where selected pupils from each class chose new, high-quality and diverse texts to further develop our school library and encourage reading for pleasure. • Participation in the Fabulous Book Awards (FBA), giving pupils opportunities to read, discuss and critically evaluate a range of high-quality contemporary children's literature. • Year 3 pupils taking part in the Brilliant Book Awards, encouraging enthusiastic reading, thoughtful book talk and
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knowledge and skills across all year groups. Pupils now experience a broad and balanced range of high-quality fiction and non-fiction texts, with an emphasis on diversity, vocabulary development and purposeful writing opportunities.

Writing units, particularly across Lower Key Stage 2, have been further developed and embedded. Teachers are increasingly confident in delivering the revised curriculum, and evidence from learning walks, book looks and pupil voice demonstrates improved consistency in teaching and higher-quality written outcomes across the school.

Oracy

This year, the English Lead has worked closely with our English consultant to review current oracy provision and identify priorities for further development. The review found that many effective oracy opportunities are already embedded within English, including Reader's Theatre, story mapping, oral rehearsal before writing, poetry performance and drama activities. Pupils are becoming increasingly confident in reading aloud, discussing texts and rehearsing their ideas before writing, contributing to improved fluency, vocabulary and writing outcomes.

Across the wider curriculum, strong practice has been identified in mathematics, where structured mathematical talk and sentence stems are helping pupils articulate their thinking and deepen conceptual understanding. This success has highlighted the potential for similar approaches to be embedded across all curriculum subjects.

The review also identified areas for development, particularly the need for a consistent whole-school approach to teaching and assessing oracy. As a result, we have begun developing a progressive oracy curriculum, drawing on Voice 21 principles, which will provide clear progression in the four strands of oracy: cognitive, linguistic, physical, and social and emotional skills. Staff will be

the development of reading preferences through discussion and voting.

- Continued promotion of reading for pleasure through class reading areas, whole-class texts and regular opportunities for pupils to recommend and discuss books with their peers.

These experiences have helped to foster a vibrant reading culture across the school, broaden pupils' literary experiences and encourage thoughtful discussion about books. They have also supported the development of reading fluency, comprehension, vocabulary and oracy in engaging and authentic contexts.

Next Steps

- Further develop our author engagement programme by organising a range of in-person and virtual visits from authors, poets and storytellers across all key stages.
- Continue to expand opportunities for pupils to participate in book awards, reading clubs and book talk activities to further promote reading for pleasure.
- Continue to diversify the school's reading offer by regularly updating library and classroom book collections to ensure pupils encounter a broad range of authors, cultures and experiences.
- Develop further opportunities for pupils to share and celebrate reading through assemblies, reading ambassadors, peer recommendations and community reading events.

supported through professional development and shared resources, including structured discussion strategies, Kagan Cooperative Learning structures, thinking frames, drama techniques and sentence stems to ensure consistency across the school.

Looking ahead, we will continue to raise the profile of oracy by embedding high-quality talk opportunities across all subjects, increasing opportunities for debate, discussion and performance, and ensuring pupils develop the confidence and communication skills needed to become articulate, thoughtful and effective learners. This work will strengthen both spoken language and writing outcomes while supporting pupils' confidence across the curriculum.

Inclusion

Our inclusive approach remains central to English provision. High-quality adaptive teaching ensures that all pupils, including those with SEND, EAL and disadvantaged backgrounds, are able to access learning successfully.

Targeted interventions continue to support pupils requiring additional help through Little Wandle Catch-up, Fluency and daily reading sessions led by teaching assistants for the lowest 20% of readers. A strong emphasis on oracy and vocabulary development supports pupils with speech, language and communication needs, while culturally diverse texts ensure that all children see themselves represented in the literature they study.

Regular assessment informs responsive teaching and personalised support, enabling pupils to make sustained progress from their individual starting points.

Next Steps

- Continue to develop reading fluency beyond phonics to ensure pupils become confident, expressive and independent readers.

- Further embed high-quality writing sequences across all year groups, maintaining consistency in curriculum delivery.
- Continue to monitor the progress of targeted groups, ensuring interventions remain effective and responsive.
- Continue embedding **FlashAcademy** to accelerate English language acquisition for pupils with EAL.
- Fully implement **Dyslexia Gold** to provide targeted support for pupils with dyslexic tendencies and monitor its impact on reading, spelling and writing outcomes.
- Evaluate the impact of these interventions alongside the introduction of the **Little Wandle SEND programme** to ensure pupils with SEND and EAL continue to make strong progress.
- Continue to monitor the writing assessment system throughout the key stage making better use of moderation between classes and year groups.
- Embed consistent oracy strategies across the curriculum, including structured discussion, sentence stems, thinking frames and drama techniques, so that pupils have regular opportunities to articulate and justify their thinking.
- Increase opportunities for purposeful performance, debate and presentation through English and the wider curriculum, enabling pupils to develop confidence when speaking to different audiences.
- Develop a consistent approach to capturing and assessing oracy, using pupil voice, learning walks and classroom evidence to monitor progression and inform future teaching.
- Continue to strengthen the links between oracy, reading and writing, ensuring that high-quality talk supports vocabulary development, oral rehearsal and improved writing outcomes.
- Raise the profile of oracy across the school through assemblies, performances, pupil leadership opportunities and cross-curricular speaking activities, helping all pupils become confident, articulate communicators.

Overall Impact

The strategic focus on early reading over recent years is now having a clear whole-school impact. Phonics teaching is securely embedded, more pupils are transitioning successfully from phonics to fluent reading, and this is reflected in improved reading outcomes across all year groups. Combined with ongoing developments in writing, English provision continues to equip pupils with the literacy knowledge, skills and confidence needed for success in secondary education and beyond.	
<u>Subject leadership – CPD, Monitoring and Evaluation</u> Autumn Term • Developed and implemented the English Action Plan, with a continued focus on reading, writing and oracy. • Worked alongside our English consultant to unpick the 2025 Writing Framework, ensuring that the key messages are reflected within our existing writing curriculum and teaching practice. • Reviewed writing journeys across the school to identify any amendments needed, with a particular focus on the increased role of oracy within the writing process. • Explored how Little Wandle Phase 5 Bridge to Spelling can strengthen spelling provision in Year 3 and support the transition from phonics to spelling. • Delivered whole-staff CPD to share the key messages from the new Writing Framework, revisiting the writing journey and strengthening approaches to drafting, proofreading and editing. Autumn 2 • Conducted whole-school writing moderation alongside the English consultant, working with every class teacher to assess attainment against age-related expectations. • Ensured teacher assessments were accurate and consistent across the school, identifying strengths and areas for further development. • Led staff CPD following moderation, sharing outcomes and examples of effective writing journeys to improve consistency in teaching and assessment.	<u>Pupil Voice (including ambassadors)</u> Children are enthusiastic when talking about their learning in reading and writing. They confidently discuss the class novels they have enjoyed throughout the year, explaining how these texts have broadened their interests and introduced them to new authors. During library visits, pupils are increasingly seeking recommendations, requesting sequels and asking for books by authors they have discovered through class reading. The impact of the embedded Little Wandle programme is evident in pupils' confidence and independence as readers. Children talk positively about the progress they have made, with comments such as: • <i>"Reading feels much easier now because I know how to work out tricky words."</i> • <i>"I like reading aloud now because I can read more smoothly."</i> • <i>"I can read bigger books by myself now."</i> • <i>"When I get stuck, I know the strategies to help me."</i>

Spring Term

- Worked with Year 6 staff to review and refine the spring and summer writing curriculum, ensuring it remains ambitious and prepares pupils effectively for end-of-key-stage expectations.
- Collaborated with Year 4 teachers to further develop the use of **oracy** within writing lessons, embedding purposeful talk to improve vocabulary, sentence construction and writing outcomes.
- Led professional discussions around spelling, reviewing current practice and strengthening links between spelling instruction and writing sequences.

Ongoing Monitoring and Development

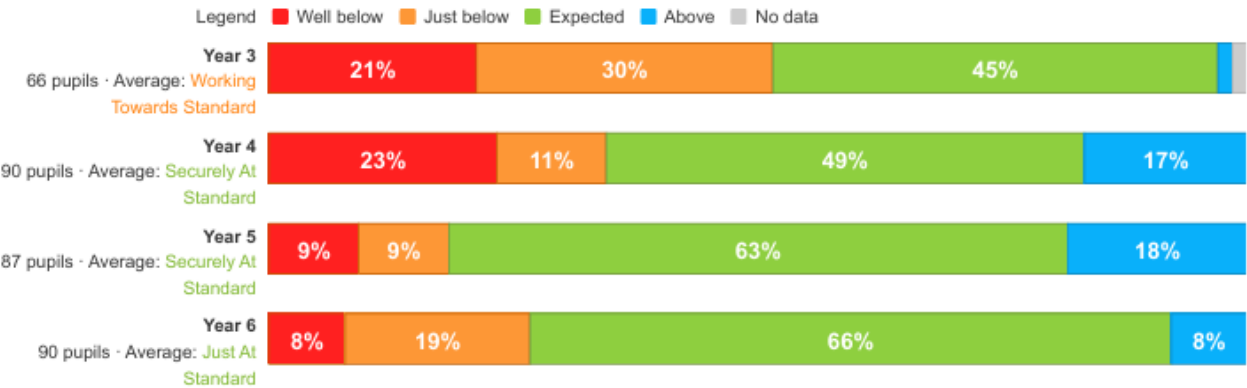
- Continued regular monitoring of reading, writing and phonics through lesson visits, book looks, pupil voice and assessment analysis.
- Worked closely with the English consultant throughout the year to evaluate the impact of curriculum developments and identify next steps.
- Continued to refine our whole-school approach to oracy, developing progression documents and planning for implementation across the curriculum.
- Maintained a strong focus on ensuring consistency in teaching, assessment and curriculum delivery, with evidence showing improving outcomes in reading and increasingly consistent writing standards across the school.

This programme of professional development and quality assurance has strengthened staff subject knowledge, improved consistency of practice and ensured that English continues to develop in line with national guidance and the needs of our pupils.

Data overview

Attainment Overview for Pupils in Years 3–6 - 2025-2026 Summer - Main Assessment

Reading



Writing

