



English Curriculum Impact Statement 2024 -2025

Overall synopsis / developments

Reading has been a key priority this year, and we have seen **substantial improvements** in this area across the school. A significant driver of this success has been the implementation of the **Little Wandle Letters and Sounds Revised** phonics programme. This structured and systematic approach to early reading has notably strengthened pupils' decoding skills, resulting in increased fluency and confidence. As a result, children are now better able to access and enjoy more challenging texts across the curriculum. There has also been a notable impact on our EAL learners and those with SEN. We also hope to roll out the SEN programme available from Little Wandle next academic year to help with this further.

These developments are clearly reflected in improved reading comprehension outcomes in assessments, as well as enhanced prosody and fluency during whole-class reading sessions. Both standardised assessments and teacher judgements indicate that the majority of pupils are meeting or exceeding age-related expectations by the end of Year 6. Our English provision, rooted in strong early phonics teaching, continues to equip pupils with the essential literacy skills they need to thrive in secondary education and beyond.

In writing, we have benefited greatly from the expertise of our English consultant, **Dawn Robertson**, who has supported us in refining our curriculum. This has ensured a **broad and balanced diet of fiction and non-fiction texts** across all year groups, with a focus on diversity, progression, and cohesion. Writing units, particularly in **Lower Key Stage 2**, have been significantly developed. Teachers are now more

Inclusion

At Longshaw, we use a variety of teaching and learning styles in English lessons.

We provide:

- **High-quality first teaching**, adapted to meet the needs of all learners, including those with SEND, EAL, and disadvantaged backgrounds.
- **Targeted interventions** to support children who require additional help with reading and writing, including the continued use of **Little Wandle catch-up and fluency programmes** for those who need to consolidate phonics knowledge beyond KS1.
- A focus on **oracy and vocabulary development**, particularly for pupils with speech, language and communication needs, ensuring all children can contribute confidently in discussions and express themselves effectively.
- **Culturally diverse and inclusive texts** that reflect a range of experiences, backgrounds and voices, so that every child sees themselves represented in what they read and write.
- Regular **assessment for learning** to inform planning and personalise support, ensuring that every child can achieve their potential.
- The use of 2 Eskimos alongside Little Wandle assessment to ascertain a reading age and ensure regular monitoring of children.
- Targeted daily reading sessions with TAs for the bottom 20%

confident in delivering the updated planning, and evidence from book looks and learning walks shows clear, consistent progress in pupils' written outcomes.

Next Steps

Looking ahead, we aim to:

- Continue building on the success of **Little Wandle**, using both the phonics and fluency elements to further improve reading outcomes.
- Prioritise **writing development** in response to the **new national writing framework**, ensuring our curriculum remains rigorous, relevant, and engaging.
- Embed a **stronger focus on oracy**, recognising its key role in supporting both reading comprehension and writing quality.
- To ensure that the writing journey focused on all aspects of writing – planning, drafting, proof-reading and editing.
- Implement a more robust writing assessment system throughout the key stage making better use of moderation between classes and year groups.

Highlights / Cultural Capital

This year, we have provided a wide range of enriching experiences to enhance pupils' engagement with reading and writing, and to build their cultural capital through meaningful, real-world connections with literature. Key highlights include:

- **Online author and poet workshops** with *Ian Bland* for Year 3/4, inspiring creativity and developing poetic confidence.
- A whole-school celebration of **World Book Day**, promoting a love of reading through themed activities, dress-up, and shared stories.
- A **library bus visit**, during which selected children from each class chose new, high-quality books to refresh and diversify the school library.
- An **Easter Book Hunt**, combining reading with fun, interactive learning and fostering reading enjoyment.
- Participation in the **FBA (Fabulous Book Awards)**, encouraging critical thinking and discussion around shortlisted books.
- A **reconfiguration of the school library**, creating a more welcoming and functional space now increasingly used during class time and lunchtimes to promote independent and recreational reading.
- Regular **Reading for Pleasure assemblies**, where staff and pupils share favourite texts, authors and genres to cultivate a reading-rich school culture.
- Daily reading of class novels after lunch enjoyed by all pupils.

These activities have helped foster a vibrant reading environment, broadened pupils' literary experiences, and supported the development of key English skills in an engaging and accessible way.

Next Steps

- Further develop our author engagement programme by booking a series of **in-person and virtual author/poet visits** for the upcoming academic year, ensuring children across all key stages have the opportunity to be inspired by real writers.

Subject leadership – CPD, Monitoring and Evaluation

Autumn Term

Completed a new action plan for the year ahead.

Ongoing CBD throughout the year from The English hub around reading for Pleasure.

Implemented the Little Wandle programme across school for both phonics and fluency.

Spring Term

Met with Dawn Roberts to look at writing overview and ensure progression of books from year 3-6 that are diverse.

New units planned together and rolled out across year 3 and year 4

Subject bid completed for the following year

Summer Term

Met with Dawn again looking at the new action plan for the following academic year- discussed oracy, writing assessment and editing of writing.

Pupil Voice (including ambassadors)

Children are happy to talk about their learning in reading and writing lessons. Children can talk about their favourite class novels they have read throughout the year both for pleasure and as part of lessons.

They are asking for more recommendations during library visits and are requesting more of their favourite books.

The impact of Little Wandle on children's confidence in reading is clear to see:

“I can now read the books we use in class!”

“I am finding it easier to join in all my lessons now I can read better.”

Data overview

Year 3 (89 pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Reading	1.1% (1)	20.5% (18)	10.2% (9)	12.5% (11)	46.6% (41)	10.2% (9)	
Writing	1.1% (1)	17.0% (15)	14.8% (13)	23.9% (21)	39.8% (35)	4.5% (4)	

Year 4 (89 pupils)

		Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Reading	↕	7.9% (7)	14.6% (13)	16.9% (15)	47.2% (42)	13.5% (12)	
Writing	↕	11.2% (10)	21.3% (19)	33.7% (30)	28.1% (25)	5.6% (5)	

Year 5 (90 pupils)

		Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Reading	↕	8.9% (8)	12.2% (11)	13.3% (12)	51.1% (46)	14.4% (13)	
Writing	↕	11.1% (10)	27.8% (25)	15.6% (14)	43.3% (39)	2.2% (2)	

Year 6 (85 pupils)

		No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Reading	↕	2.4% (2)	8.4% (7)	20.5% (17)	34.9% (29)	26.5% (22)	9.6% (8)	
Writing	↕	2.4% (2)	4.8% (4)	34.9% (29)	32.5% (27)	24.1% (20)	3.6% (3)	