

## English coordinator Report

L Jones and N Bond

Autumn term 2015

Action	Outcome/Impact
<ul style="list-style-type: none"><li>Feedback from Summer 2015 with returning Coordinator</li></ul>	<ul style="list-style-type: none"><li>- Discussed findings from Summer English report</li><li>- Agreed new priorities and areas to focus on</li><li>- Discussed higher expectations of new curriculum across the school</li></ul>
<ul style="list-style-type: none"><li>To introduce Reciprocal reading into Ks1 and Ks2</li></ul>	<ul style="list-style-type: none"><li>- NB and LM discussed reciprocal reading strategies to all staff and reminded them of main principles. Talked through reciprocal reading prompt sheet and how they can be adapted to suit needs of each class. All staff Y2 to Y6 using this strategy.</li></ul>
<ul style="list-style-type: none"><li>Guided reading format linked to reciprocal reading</li></ul>	<ul style="list-style-type: none"><li>- New format with reciprocal reading structure discussed and agreed between LJ and NB</li><li>- To be discussed and given out during January staff meeting</li></ul>
<ul style="list-style-type: none"><li>Inference intervention to be rolled out to all the staff</li></ul>	<ul style="list-style-type: none"><li>- TP/JS discussed inference intervention to all staff following training. Given practical ideas to employ in class.</li><li>- All staff Y2 to Y6 using this intervention. Current Y6: Reading - 54% achieved 2b, further 21% 2c = 75%, 90% on target Writing - 50% achieved 2b, further 18% 2c = 68%, 87% on target</li></ul>
<ul style="list-style-type: none"><li>Reading books to be stored</li></ul>	<ul style="list-style-type: none"><li>- Phonics songbirds bought in</li></ul>

<p>outside the new Year 1 classrooms.</p>	<p>Sept 2015 and stored outside the new Year 1 classrooms. These are now being used daily.</p>
<ul style="list-style-type: none"> <li>• Look at non-fiction home readers; Are there enough? Are they engaging?</li> </ul>	<ul style="list-style-type: none"> <li>- Audited non-fiction home readers:</li> <li>- Yes they were engaging but now not enough due to increased numbers in school</li> <li>- Contacted Laburnum House for a sample of non-fiction readers but were not engaging and too expensive</li> <li>- Contacted Collins rep and arranged a meeting to discuss the possibility of an order.</li> <li>- Ordered 3 books of every set from stages 1 to 10 (due to arrive Dec/Jan)</li> <li>- Liaised with TT to ensure correct number and range of books were ordered.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop reading comprehension skills across the school in line with the increased demands of the new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Covered as all classes are using reciprocal reading and inference intervention strategies.</li> <li>- This will be discussed during staff meeting again and monitored next term</li> </ul>
<ul style="list-style-type: none"> <li>• Pocket money sales</li> </ul>	<ul style="list-style-type: none"> <li>- Liaised with school librarian and organised 2 pocket money sales during autumn term.</li> <li>- The second was more successful as it was held during parent's consultations.</li> <li>- Decision made to hold future sales at the same time</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure all year groups are teaching towards new expectations (but may need to track back)</li> </ul>	<ul style="list-style-type: none"> <li>- Not all year groups plans were saved onto server to check new expectations were being used - planning to be monitored 3/2/16</li> </ul>
<ul style="list-style-type: none"> <li>• Speak with Year 3/4 staff in</li> </ul>	<p>LM found it not challenging enough for</p>

the Autumn term to evaluate the Treasure House resources	year 3 so given to year 2 to trial (NB).
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Priorities for next term:

- Prepare and deliver staff meeting in January (week3)
- Speak with staff and decide if a different planning format for 'Talk for writing' would be useful (to be asked in staff meeting)
- Ensure all year groups are teaching towards new expectations (but may need to track back)
- Book scrutiny
- Reading file monitoring
- Monitor the use of reciprocal reading and inference interventions across the school (Reception to use during whole class story)
- Talk for writing training in September for 2 staff - monitor impact
- To further develop staff awareness of grammar expectations for the new curriculum, including new terminology and meanings (staff meeting time)  
Look at purchased resources and monitor how effective they are