English coordinator Report

L Jones and N Bond

Summer term 2016

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| Action | Outcome/Impact |
| * Speak with staff and decide if a different planning format for ‘Talk for writing’ would be useful (to be asked in staff meeting) | * Agreed that it is difficult to plan on the current format so a new format must be agreed by all staff using the approach |
| * Monitor ways each year group are gathering reading evidence | * 1:1 reading, guided reading (reciprocal reading/reading intervention), reading comprehension, book reviews, reading journals, inference activities recorded in English books |
| * Reading file monitoring from reception to year 6 | Rec- Good range of fiction and non-fiction throughout the year. Range of adults (inc. class T) hearing children regularly  Y1- Range of T and TA hearing children weekly. Predominantly fiction being read. Will check with T’s and in children’s reading records amount of non-fiction being read.  Y2- T and TA’s hearing children read weekly. Range of fiction and non-fiction evident in file or reading records.  Y3/4- Range of T and TA hearing children weekly. Predominantly fiction being read. Will check with T’s and in children’s reading records amount of non-fiction being read.  Y5- Very little evidence in file. Need to speak to T to see where reading evidence is   * Suggested Y5 change ERIC time (like year 6) to a better time where more staff are available to hear all children once per week   Y6- T and TA’s hearing children read weekly. Range of fiction and non-fiction evident in file or reading records. |
| * Monitor use of new guided reading format used in each year group | Year 1; HA children have a weekly guided session using the ‘reading intervention’ sheet that focuses on inference skills.  Year 2; Using the Reciprocal reading grid for guided reading.  Year3/4; Elephants are using a mix of ‘reading intervention’ and reciprocal reading to record guided reading.  Year 5; Groups using read, write inc. with TA  Year 6; Weekly lesson on reading interventions- 3 differentiated groups |

Priorities for Autumn term 2016:

* Remind all staff about gathering reading evidence
* 1:1 reading in file, guided reading (reciprocal reading/reading intervention), reading comprehension/tests, book reviews, reading record, reading journals and inference activities recorded in English books
* Reading files/records
* As some year groups’ files seemed to show mainly fiction being read, English coordinator could look at children’s reading records to see if non-fiction evidence is visible.
* Discuss with staff appropriate comments made in the file
* Reading/spelling assessment
* For all year groups to use the common exception word lists and HF words as a termly assessment tool
* Book scrutiny
* Presentation
* Genre coverage
* Differentiation
* Edit and improving taking place
* A good range of independent and supported activities