

English Network Meeting
11.11.2021

Present: Vicky Lewis (East Hoathly), Debby Livings (Chailey St Peters), Vicky Pescott (Harbour), Vicky Eames, Emma Harris (St Johns, Crowborough), Vicky Eames (Sir Henry Fermor), Luke Sibson (Alfriston), Catarina (Harbour), Lyndsey Norvell (Framfield and BBlackboys)

1. Welcome and introduction of how we wanted to work this year as a network

2. We shared our top 2 priorities for the year and what we were focusing on.

- * Debby - reading for disadvantaged pupils, boys writing
- * Vicky (P) and Catarina – early reading and phonics, vocabulary
- * Luke – embedding teaching and assessment of reading, phonics scheme
- * Emma – phonics, reading and early reading, spelling
- * Lyndsey – phonics, reading, writing is biggest push. Purposeful writing
- *Vicky E – phonics and whole school reading.

3. challenges already seen in the return to school this year as part of the discussion

Vicky P – KS1 starting points in phonics much lower.
Luke – quality of writing is below in Y5/6 in basic and fundamental
Vicky L – letter formation and handwriting.
Lyndsey – writing composition. Spellings.

KS2 needs potentially due to KS1 pupils being with parents.
Possibly due to lack of reading during lockdown

4. What are you using for phonics (if decided) and some pros and cons- or talked about things they were trialling or exploring if a decision hasn't been reached yet. We had a discussion around phonics in general and how it worked for schools, particularly the impact into KS2 now with lots of gaps across the board.

Debby – Little Wandle. Books liked to current teaching, gaps can be quickly picked up with good resources. Big Cat books link and are key for race representation and good assessment. All schemes seem to be lacking in action songs so far. Super Sonic Phonics have actions alongside it.

Lyndsey – research stage. Little Wandle, Sounds Write, Essential Letters and Sounds. Visiting STEP academies as they have Sound Write in place. Popular with local schools. Making decision by end of term. Sounds Write heavy on training so needs time spent on it.

Vicky P – research stage. Local schools using Sounds Write so visiting them. Fully in place and fully trained by September. Chosen in Spring, training in Summer to implement fully in September. Monster phonics have been improved but the school are looking to move away from it. Some good elements – flash cards for real and nonsense words. Doesn't cover Phase 4.

Essential letters and sounds possibly text-book heavy and pupils work heavy.

Luke – research stage. Wanting something that ties into what the school is already doing. Challenge finding a scheme that can be taken on that works in a smaller school setting.

Emma – new English lead.

	<p>Blackboys have Monster – paper heavy, time consuming in terms of planning.</p>
<p>5. What do you use for handwriting</p>	<p>Alfriston – elements of Twinkl scheme but restructured to fit the school.</p> <p>Debby - Eggy alphabet is a great ipad resources for young children to trace letters for formation with their fingers</p> <p>Writing repeater – put on youtube for parents</p>
<p>6. Ended with things that people would like from meetings- to cover or discuss. How we can structure to be most useful and have most impact.- what will be helpful?</p>	<p>Phonics Scheme Research</p> <p>How do schools approach Guided Reading?</p> <p>Luke: completed training with Destination Reader and adapting that for practice. Could offer some good practice from that in the coming month. Was quite pricey.</p> <p>Lyndsey: Close Reading and Control Reading. Close – whole class reading text. Controlled – extracts. Good practice in the federation.</p>