



Baslow St Anne's C of E Primary School
"Life in all its fullness"
Growing healthy minds and hearts together
Respect...Kindness...Diversity

SIP 1 English
2025-2026

- To embed a consistent approach to the teaching of phonics across all phases using the Little Wandle resources, monitoring so that assessment informs timely intervention and optimum outcomes are reached.
- To further develop children's reading fluency, comprehension skills and support a wider love of reading with opportunities for real-life speaking and listening.
- To fully embrace our new writing and spelling scheme to provide children with new, purposeful writing opportunities to ensure children are challenged and achieving their best.

Targets 2025-26

EYFS GLD = 10/13=77%

Y1 Phonics = 14/16 = 87.5%

Year Group	Reading		Writing		SPaG		Maths	
	Expected or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %	Expected % or above %	GD %
1 = 16 PP = 0	14/16= 87.5%	4/16= 25%	14/16= 87.5%	4/16= 25%	14/16= 87.5%	4/16= 25%	14/16= 87.5%	2/16= 12.5%
2 = 25 PP = 1	20/25= 80%	3/25= 12%	20/25= 80%	3/25= 12%	20/25= 80%	3/25= 12%	18/25= 72%	3/25= 12%
3 = 14 PP = 0	13/14 = 93%	5/14 =36%	12/14 = 86%	4/14 = 29%	12/14 = 86%	5/14 = 36%	12/14 = 86%	4/14 = 29%
4 = 14 PP = 0	14/14 = 100%	6/14 = 42%	12/ 14 = 86%	5/ 14 = 35.7%	12/ 14 = 85.7%	6/ 14 = 42%	14/ 14 = 100%	6/ 14 = 42%
5 =23/ 22 PP = 6	19 / 22 = 86.3 % 5/ 6 = 83%	6 / 22 = 27% 0	19 / 22 = 86.3 % 5/ 6 = 83%	6 / 22 = 27% 0	18/ 22 = 81.8% 4/ 6 = 67%	7/ 22 = 31.8% 0	18/ 22 = 81.8% 5/6= 83% %	6/ 22 = 27% 0
6 =21 PP = 4	17/21 81% 2/4 50%	7/21 33% 2/4 50%	16/21 76% 2/4 50%	4/21 19% $\frac{1}{4}$ 25%	18/21 86% $\frac{3}{4}$ 75%	6/21 29% $\frac{1}{4}$ 25%	19/21 90% 2/4 50%	7/21 33% $\frac{1}{4}$ 25%

EYFS GLD = 10/13=77%

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AFI 1-2 Ofsted areas for improvement

SIP 2023/2024	Key Issue
AFI 1 Phonics	<p>To ensure resources used to support early reading broadly match the sounds and phonics. Leaders should ensure that all children in the early years have access to the books that match their phonic knowledge</p> <ul style="list-style-type: none"> • To introduce Little Wandle phonics scheme and resources To carry out an audit with the support of the English Hub to assess gaps and need for additional/changed resources • To invest with Harper Collins and buy in the required resources to ensure an effective and robust phonics/reading scheme is in place • To ensure that all children have access to books that match their phonic knowledge • To continue to work with parents to support the love and practise of phonics and reading
AFI 2 Assessment in Foundation Subjects	<p>To ensure that there is a consistent approach to assessment in the wider curriculum subjects, so that teachers and leaders know precisely how successfully pupils have gained the knowledge from the topics they have studied.</p> <ul style="list-style-type: none"> • To invest in Kapow to ensure a consistent scheme of work for the foundation subjects • To consistently use the Kapow assessments to gauge a clear and precise understanding of where the children are and know • To monitor and moderate the assessment to ensure impact is made and optimum outcomes

English Action Plan 2025-26

<p>Key Action Overviews</p>	<ul style="list-style-type: none"> - To embed a consistent approach to the teaching of phonics across all phases using the Little Wandle resources, monitoring so that assessment informs timely intervention and optimum outcomes are reached. - To further develop children's reading fluency, comprehension skills and support a wider love of reading with opportunities for - To fully embrace our new writing and spelling scheme to provide children with new, purposeful writing opportunities to ensure children are challenged and achieving their best. 	<p>Documents to support evaluation and shared with Governors</p>
<p>Success Criteria</p>	<p>By December 2025</p> <ul style="list-style-type: none"> • English Sip 2024-25 reviewed and updated actions informing new SIP written for 2025-2026 • Continue to use the Little Wandle home resources and ensure parents are updated on how to use these • Little Wandle CPD accessed online where required to ensure all teaching phonics are trained – robust training eg: Rapid Catch Up • Parents information updated on the website to support with resources and overview of approaches • Parental letters to inform parents about reading at home • EYFS Parents’ meeting – reading and phonics update- September 2025 • CPD for subject Lead L Grant to complete Literacy/ Spelling Shed training • Staff to login and become familiar with Spelling Shed with subject lead guidance • Updates /website information to encourage confident navigation of new scheme in staff meetings for the new writing and spelling scheme Literacy Shed/Spelling Shed • Monitoring of teaching and learning in reading and phonics - learning walks of teaching and learning: Focus: Little Wandle consistency and approach, integrity to scheme, resources used effectively, subject knowledge, accuracy of phonics delivery, assessment procedures, Rapid Catch Up sessions • Monitoring of teaching and learning in Writing and Spelling - learning walk teaching and learning: 	<p>Action Plans English Policy Marking and Feedback Policy Monitoring and Evaluation records Learning walk/observation records Pupil Voice records SLA/QDD records</p> <p>Teacher on a page Teaching and Learning grids Work scrutiny evidence Performance Management Staff meeting minutes Curriculum sub minutes Data Provision Map Planning scrutiny</p>

		<p>Focus: Use of new resources (Literacy Shed and Spelling Shed) and school non-negotiables (Spelling Log, Spelling journals).</p> <ul style="list-style-type: none"> • Monitor outcomes for reading + phonics and ensure on track for milestone Y2/Y4/Y6 and each assessment milestone • Monitor PP and SEND children to ensure optimum outcomes and progress Observations show all non-negotiables are in place and consistent use of Little Wandle and linked resources including group reading • Ensure consistency with agreed timetable for robust phonics/reading/comprehension within split year group classes • Ensure consistency with split year groups and internally monitor outcomes, planning and assessments • Internal moderation across the split year groups Y1/Y4 to ensure consistency and high expectations • Assess and monitor impact of Ninja Comprehension resources • Further initiatives are embedded for reading e.g. interactive Library system, reading challenges and initiatives, Y5 and 6 book club, buddy reading, debating club, reading newsletter • Initiatives are embedded for writing e.g. KS2 writing club, free writing opportunities at break and morning work, writing for purpose (courageous advocacy) • Pupil Voice – feedback from the children to action throughout the year • Teacher on a Page objectives have been agreed and include clear reference for individual staff and linked pupil progress to achievement/progress in maths or English • Monitor the impact of the approach to phonics and spelling, ensuring consistency between the two schemes to bridge the gap between Y2 and Y3 – Little Wandle and Spelling Shed • To ensure Little Wandle Rapid Catch up is in place where necessary and has effective impact • All children are challenged to ensure optimum learning and progress, SEND are supported with robust interventions in place, Pupil Premium (PP) and Greater Depth (GD) children are monitored to ensure consistent progress • Reading Age/Standardised score (SS) obtained in all years 1-6 years to monitor progress and diminish gaps (Salford Reading scheme) • Check in with staff of new writing and spelling scheme and resources to see if they are effective , consistent and working well 	
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		<ul style="list-style-type: none"> Cluster school writing moderation to ensure similar attainment and consistency in teaching and learning Cluster school book club for teachers 	
	By April 2026	<ul style="list-style-type: none"> INSET day 3 January 5th LG to lead half CPD training on Literacy Spelling Shed for staff to implement from spring term Parent Meetings to be held to continue to develop parental confidence with the reading scheme 100% of teaching and learning in English is at least good (larger evidence of outstanding) Monitor through FFT/Little Wandle outcomes for reading + phonics and ensure on track for milestone EYFS/Y2/Y4/Y6 and each assessment and gaps narrowing Monitor through FFT/book scrutiny and moderation to ensure on track for milestone EYFS/Y2/Y4/Y6 and each assessment and gaps narrowing Monitor PP and SEND children to ensure optimum outcomes and progress Monitor approaches to all aspects of reading/phonics + writing/ spelling. Evaluate resources with staff collaboratively Internal moderation across the split year groups Y1/Y4 to ensure consistency and high expectations Learning Walk and Pupil Voice Parents' meeting for KS2 to introduce the new Spelling Shed app and home learning Introduction with initiatives for the children to use and engage with the new Spelling Shed app Rapid Catch Up outcomes showing gaps closing and impact made Key initiatives ie: active learning, VAK, hands on resources, outdoor, ERIC fully implemented in all classes, class books Key schemes consistent e.g. Little Wandle KS1 and Spelling Shed KS2 Learning walks to observe KS2 spelling scheme in place SEND resources in place to support optimum learning for all SEND children Use of ISAT to ensure all children can be supported in the best ways possible 	<p>Learning Walk records Teacher T & L grids Staff meeting minutes Curriculum sub minutes Data/ Monitoring mtg records Parent feedback (survey) Planning Provision Map T & L grids</p>

		<ul style="list-style-type: none"> • Data shows at least 100% making at least expected progress and diminishing gaps especially with vulnerable groups • Challenge is evident across all ability groups to ensure all children are pushed on with optimum learning and outcomes at Greater Depth/Mastery level • Parents information updated on the website both English- reading/writing to support with resources and overview of approaches • Opportunities for deeper learning through learning through the wider curriculum eg Latin, author visits, agents of change, school trips, Agents of Change • Encourage the love of reading for pleasure through visits to local library, reading aloud to the community, enterprise projects 	
	By July 2026	<ul style="list-style-type: none"> • Little Wandle 100% consistent and impact continuing • To continue ensure resources used to support early reading match the sounds and phonics are fully decodable. • All children in the early years have access to the books that match their phonic knowledge • Internal moderation across the split year groups Y1/Y4 to ensure consistency and high expectations • Monitor outcomes from in year assessments – progress and outcomes above national average • Monitor PP and SEND children to ensure optimum outcomes and progress and compare with national outcomes • Monitor impact of resources and approaches and progress • Data show targets at least met • Data shows optimum progress has been achieved • Interventions/Rapid Catch Up have been fully monitored and outcomes are strong • Resources are effective and well organised to continue using for the next academic year • Staff questionnaire on impact and ease of use of new writing and spelling scheme • Pupil questionnaire to review their English teaching and learning this academic year • A variety of activities to celebrate the school’s 150th anniversary including writing for purpose with letters, speeches and poems, poetry recital, enterprise in the community and reading challenges 	<p>Pupil voice records T & L grids End of year outcomes/data against targets set Progress data</p>

		<ul style="list-style-type: none"> • Weekly certificates to celebrate the successes of children's attainment on the Spelling Shed app 	
Pupil Voice		<ul style="list-style-type: none"> - Not to restrict the space for writing eg: some books only have so many lines and some feels this restricts them - Opportunity to illustrate when you get to 5+6 Opportunity to share verbally ideas to inspire others and magpie ideas...talk for writing - Story book in class linked to topic - Have more time to spend on topics - disappointing when we move on from something too quickly - If we know where our writing is going eg: if we write a letter for something to happen and get a response (purpose & audience) • 	<p>Pupil Voice feedback Monitoring in learning walks Monitoring books Monitoring display Celebrations Monitoring of texts used across the school – rich and inviting!</p>