

Johnston C.P. School



Where were we?

What did self-evaluation tell us pupils could and couldn't yet do well enough?

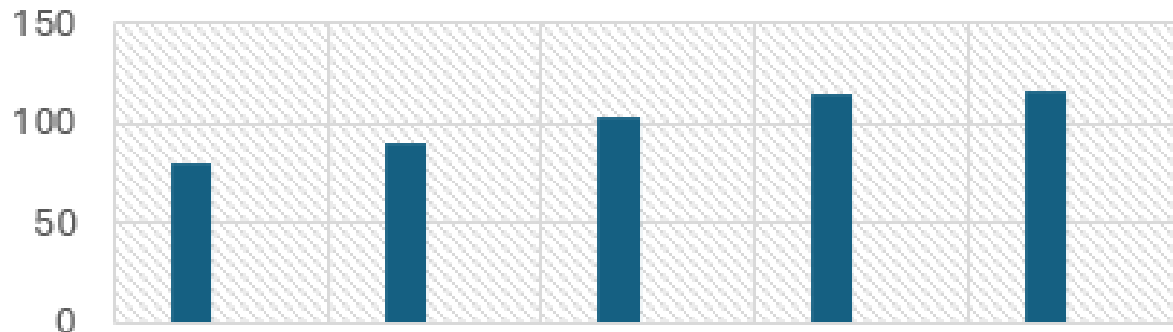


Two key metrics repeated every year.

1. In WG Reading Assessments, Year 2 was always our lowest performing year group. As pupils moved through the school they seemed to 'catch up'.
2. Our initial assessments on entry indicated a steady decline in pupils' reading knowledge.
3. In P.S.1 and 2, our limited data showed that pupils were behind.

Evidence

Graph Showing Average SAS per Cohort in Reading 2023



Impact

Evidence

What did we decide to implement and why?

Evidence was clear that we needed to implement phonics in a systematic way.

We were using R.W.I. but poorly. Few teachers had been trained, it wasn't rigorous and because of carousel work, pupils only received about twenty minutes per week.

Why Read Write Inc?

- L.A. support to fund professional learning.
- R.W.I. has a long track record.
- We have the staff numbers needed.
- Linked with reading and the Oxford University Press Scheme.
- Research on reading in Wales made it clear that a change is required.

How did we plan for a successful implementation?



Key Steps

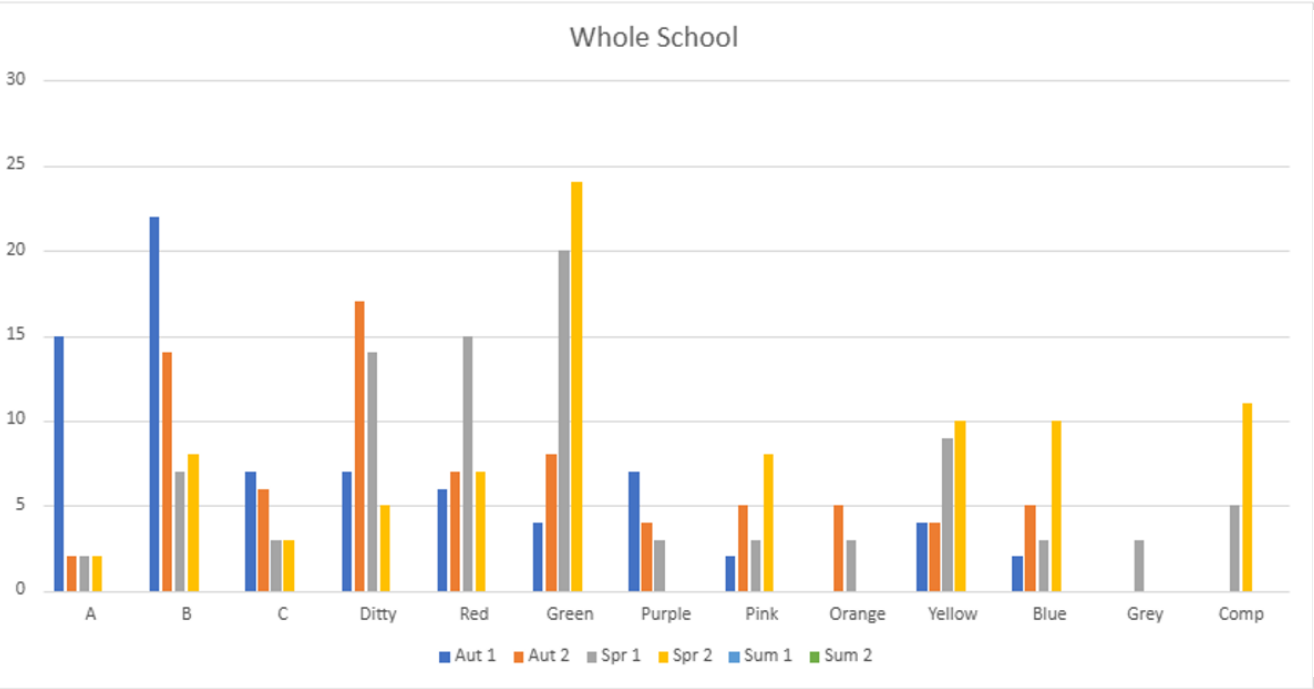
- An enthusiastic and dedicated R.W.I. leader who has the opportunity to support and evaluate.
- **An LSA to be the R.W.I. assistant.**
- If possible, the same person to complete assessments. This reduced disruption and supports smooth running as well as ensuring consistency.
- Regular staff meetings and support for staff.
- **Books to support phonics and sounds at home (big investment to drive reading). Oxford Reading Tree Levels 1-20 as well as R.W.I. Books.**
- **Utilising as many staff as possible. Staff from LRC and higher up the school.**
- **Scraping the barnacles off the boat - how many things can you improve at once?**
One aspect of the SDP.

Evidence



How do we know how well it is working?

How are we monitoring and tracking the impact on pupils' reading progress? How are we pivoting or persevering depending on what we find as we go?



Johnston CP School Intervention Tracker

Year Groups

		A	B	C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comp
A1	Rec	15	15											
	Yr 1		5	6	5	3	2							
	Yr 2		2	1	2	3	2	7	2		4	2		
A2	Rec	2	12	4	10	3								
	Yr 1		2	1	5	2	7	3	2	1				
	Yr 2		1	2	2	1	1	2	4	4	5			
Sp 1	Rec	2	7	3	12	3	6							
	Yr 1						11	2	2	1	2	1		
	Yr 2				12	2	3	1	1	2	7	2	3	5
Sp 2	Rec	2	8	3	5	6	12							
	Yr 1					1	9		7		4	5		1
	Yr 2						3		1		6	5		10
Su 1	Rec													
	Yr 1													
	Yr 2													
Su 2	Rec													
	Yr 1													
	Yr 2													

Impact

Evidence

How do we know how well it is working?

How are we monitoring and tracking the impact on pupils' reading progress? How are we pivoting or persevering depending on what we find as we go?

- Aim for as many to finish by the end of year one. In our current Reception cohort of 34, we are on track for 30 to finish.
- Where pupils haven't made progress, we are really targeting the 1-1 support as well as sending sounds and resources home to parents.
- Where specific groups haven't made as much progress, we have altered our approach.
- PIRA (Progress in Reading Assessment) to support. This is much more challenging than Welsh Government Assessments but we have to raise expectations.

Where are we now? Where will we go next?

How is it going and what impact has the approach already had on reading progress?

- Continue this level of focus next year.
- Continue to support with 1-1 tutoring.
- Continue to develop staff training, especially for new staff.
- Significant impact on reading progress. We have spoken with Governors that we need to continue for at least five years to really measure impact and provide detailed impact.

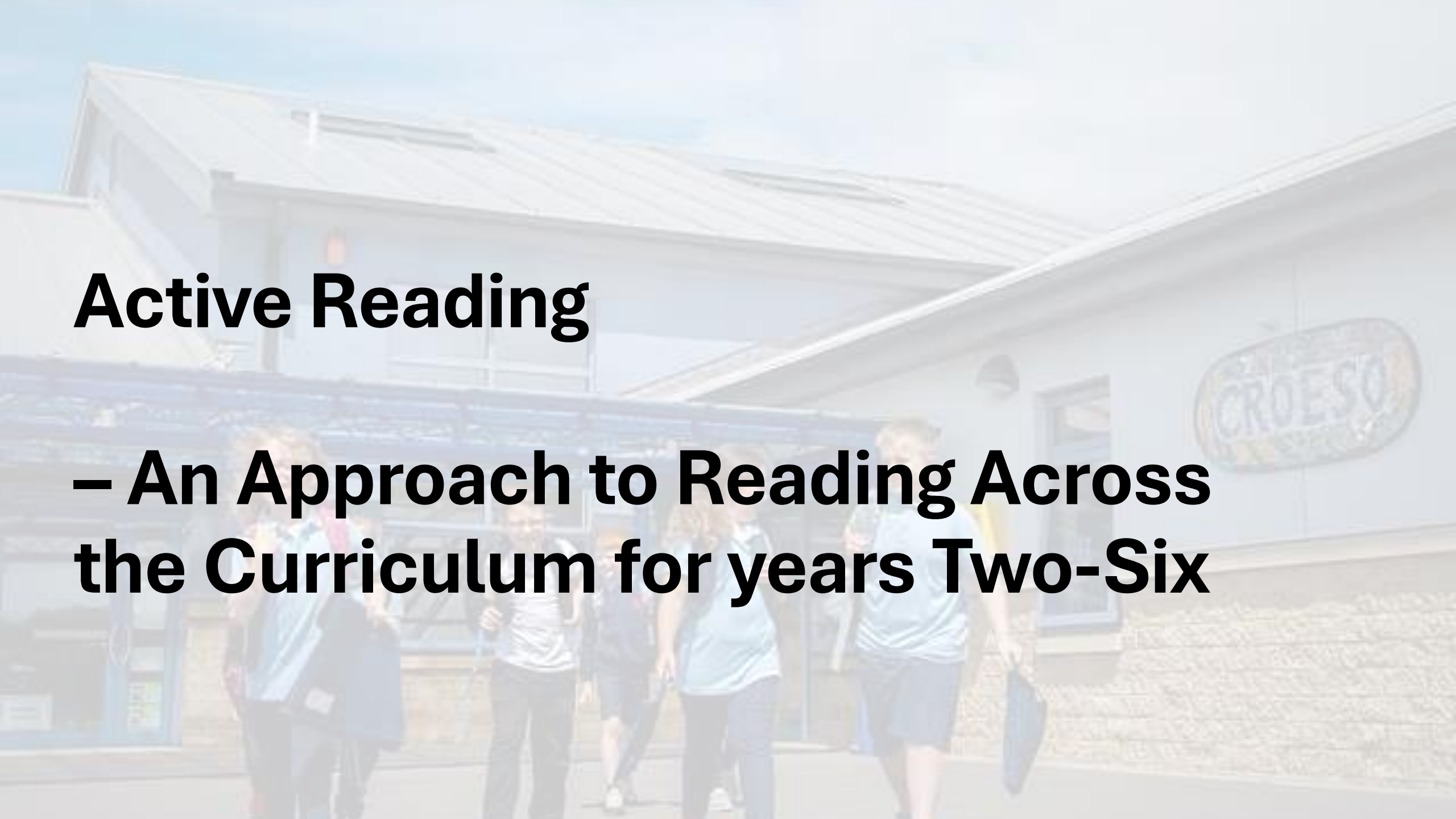
Welsh Government and PIRA in Year 2 have improved.

Impact

Evidence

A group of five students in school uniforms are walking along a path in front of a school building. The building has a corrugated metal roof and a sign that says 'CROESO'. The image is faded and has a light blue tint.

Questions...

The background image shows a school building with a corrugated metal roof and a sign that says "CROESO". Several students are walking in front of the building. The text is overlaid on this image.

Active Reading

**– An Approach to Reading Across
the Curriculum for years Two-Six**

Fundamental errors in our previous approach...

All the time we were saying 'do more reciprocal reading and do it better...'

1. The importance of vocabulary.
2. The importance of reading fluency.

Note - The importance of extended fiction as well as text samples!

To address these areas, you need the appropriate pedagogy and ideas.



Weekly Reading Timetable: Agreed Minimum

In E.Y., this starts as phonics each day and steadily progresses towards this timetable by the start of year



	Monday	Tuesday	Wednesday	Thursday	Friday
Language Lessons	Vocabulary Instruction Spelling Instruction 1 x Fluency during Talk for writing	Vocabulary Instruction	Vocabulary Instruction <i>Poem of the fortnight (Performance to the class opportunity).</i>	Vocabulary Instruction	Vocabulary Instruction Spelling Test
Reading Lessons/Across the Curriculum (30 minutes) <i>Note that days are interchangeable.</i> <i>Sessions such as active reading can be covered in P.E.</i>	Active Reading (Across the Curriculum)	Fluency	Reciprocal	Reciprocal <i>If the teacher would like to – they can do an extra Close Reading lesson.</i>	Reading Lesson (Close Reading)
15:00 – 15:15	Whole class novel.	Whole class novel.	Whole class novel.	Whole class novel.	Whole class novel. <i>PowerPoint and Quiz about the week.</i>
Every chance a reader....	<i>Daily 1-1 with target pupils (<u>RADY</u>)</i> <i>P.E. and other key times.</i>				
	<i>- Additional Reading for other pupils.</i>				

Active Reading and Reading Fluency at Johnston CP School



	Active Reading	Reading Fluency
Definition	Engaging with the text to understand meaning, make connections, and think critically	Ability to read accurately, quickly, and with proper expression and phrasing
Student Behaviours	Underlining important phrases and vocabulary, Mini Whiteboard questions (MWB), discussing ideas (Turn and Talk)	Text marking, echo reading, choral reading, paired reading and reading for performance (prosody)
Classroom Activities	Anything where you want the children to remember important phrases and vocabulary, i.e. Science - rotation, axis, gravitational pull	Literacy - Model text Information Text, Explanation Text, Persuasion Text and Discussion Texts linked to Topic

Steps for Active Reading / Lesson Structure

1. Focus on Vocabulary.
2. Teacher modelling reading underlining key vocabulary/phrases.
3. Re-read the paragraph but this time the children read the words and phrases that are underlined.
4. At the end of each paragraph, use whiteboards to assess understanding.
5. When they have completed the reading, provide pupils with five minutes for a 'silent solo' activity.

Research informed Systems...

Five Ways To: Weave Reading into the Curriculum

It's uncontroversial – uncontested – that reading fluency is a key component in students' wider learning capacity and confidence and yet it is actually possible for some students to go through a school day or week without doing very much reading at all.



There is a combination of factors that can reduce students' reading volume

Here are a few. The first, and arguably the easiest to fix, is students encounter too many ideas via their teacher's PowerPoints. Secondly, students often engage with the content by listening to their teacher or peers but do not necessarily have to read along. Thirdly, there is little motivation for students to read if there are no expectations for them to do something meaningful with what they learn. Finally, English is the only subject where students encounter extended prose.



Five ways to weave reading into the curriculum

- 1 Present info via text rather than powerpoint
- 2 Buy textbooks or prepare workbooks
- 3 Develop accountable reading routines
- 4 Develop oral or echo reading routines
- 5 Set accountable reading tasks for homework

Mix up how you present info

Where could you switch and mix things up so that students have text to read instead of relying on your slides? Be conscious that unless you present information via reading text, students will have to rely on your presentations which are full of transient information and often unreadable at the back of the room.



Textbooks & workbooks

To make planning easy, source or create resources that embed the reading material well in advance. This ensures the materials are relevant to your curriculum, of high quality and makes lesson planning more about how you engage with the reading and weave it into an instructional teaching sequence.

Accountable reading routines

Students need to expect to have to do something meaningful with the content of the text to force them to make the mental effort needed to get properly stuck in. Make reading accountable by providing unseen and search questions, and summary tasks.



Oral or echo reading routines

Echo reading helps develop students' reading fluency. The technique works by the teacher reading a passage of text, followed by her students reading the same text aloud to each other. Hearing an expert read will likely improve students' fluency, and the repetitive nature of the task helps consolidate their understanding of the content.

Accountable homework

Have students read more outside of school by giving text to read at home and setting activities in the classroom to check their understanding. Tasks might include summarising the key ideas or answering substantial knowledge check questions.



Active Reading at Johnston CP School



Children's copies that they will use

The Solar System and How Planets Move

Have you ever looked up at the night sky and seen the stars twinkling? Our planet, Earth, is part of something much bigger called the Solar System. At the very centre of the Solar System is the Sun, which is a star. The Sun gives us light and heat, and it has a strong pull, called gravity, that keeps the planets moving around it.

- Q1. What is at the centre of our Solar System?
Q2. What does the Sun give us?
Q3. What is the name of the force that keeps planets moving around the Sun?

This movement is called an orbit. An orbit is the path a planet takes as it goes around the Sun. Not all planets move at the same speed - planets that are closer to the Sun, like Mercury, move very quickly. Planets that are further away, like Neptune, take a lot longer to go all the way around.

- Q4. What do we call the path a planet takes around the Sun?
Q5. Which planet moves faster, Mercury or Neptune?
Q6. Why do planets further away from the Sun take longer to orbit?

A long time ago, people thought that the Earth was at the centre of everything. This idea was called the geocentric model. But then a scientist named Galileo Galilei used a telescope and saw something amazing - moons moving around the planet Jupiter! This proved that not everything goes around the Earth. Instead, the Sun is at the centre. This is called the heliocentric model, and it's the model we use today.

- Q7. What was the name of the old model where people thought Earth was at the centre?
Q8. Which scientist used a telescope to make discoveries about space?
Q9. What did Galileo see moving around Jupiter that proved not everything orbits Earth?

There are eight main planets in our Solar System, and they all travel in their own orbits around the Sun:

- Mercury
- Venus
- Earth
- Mars
- Jupiter
- Saturn
- Uranus
- Neptune

- Q10. How many main planets are in our Solar System?
Q11. Name two rocky planets.
Q12. Name one gas giant planet.

Teacher notes that I use to help me deliver the lesson

Read paragraph with the children and tell the children to underline the vocabulary. Use a visualiser to model task.

The Solar System and How Planets Move

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There are eight main planets in our Solar System, and they all travel in their own orbits around the Sun:

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- Venus
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- Mars
- Jupiter
- Saturn
- Uranus
- Neptune

Read paragraph again with the children, but this time the children say the words/phrases that are underlined.

Hinge questions
Use Mini-Whiteboards to assess understanding from each paragraph

Word	Definition	Synonyms / Helpful words
Botanist	A scientist who studies plants	Tier 3 Vocabulary
Species	A group of living things that are the same type	kind, type
Herbarium	A place where dried plants are stored and studied	plant collection
Specimen	A sample of something used for study	example, sample
Classify	To group things together because they are similar	sort, organise
Reproduction	The process living things use to make new life	Tier 3 Vocabulary
Ecosystem	A place where plants and animals live and depend on each other	Tier 3 Vocabulary
Environment	The surroundings where something lives	habitat, area
Determination	Not giving up, even when something is difficult	perseverance, effort
Equality	Treating everyone fairly and giving the same opportunities	fairness

Mary Agnes Chase

Mary Agnes Chase was an American scientist who studied plants. She was a botanist, which means someone who learns about plants, how they grow and how they live. She became famous for studying grasses, a group of plants that many people do not notice but are very important for life on Earth.

Early Life

Mary was born in 1869. When she was young, she loved being outdoors and looking closely at plants. She did not have much money and did not go to university when she was younger. Instead, she taught herself by reading books and carefully observing nature.

Becoming a Scientist

Mary started work at the Smithsonian Institution, a large museum and research centre in the United States. She worked in a place called a herbarium, where scientists keep dried plant specimens. She carefully collected, pressed and labelled plants so they could be studied for many years. She became an expert in grasses. Grasses are important because they are used to grow foods like wheat, rice and maize. These foods feed millions of people and animals. By studying grasses, Mary helped scientists understand how these plants grow and how they are related to each other.

Fieldwork and Discovery

Mary travelled to many different countries to collect plants. She walked long distances in hot weather, carrying heavy equipment. She collected thousands of plant samples and discovered new species of grass. Her work helped scientists learn more about life cycles, reproduction and how plants survive in different environments.

Standing Up for What Is Right

Mary Agnes Chase was not only a scientist. She also believed in fairness and equal rights. At a time when women were not treated equally, she spoke up so that women could vote and become scientists. She showed that women could be strong, brave and successful in science.

Why Mary Agnes Chase Is Important

Mary's work is still used by scientists today. She helped us understand plants that are important for food, ecosystems and survival. She also showed that anyone can become a scientist if they are curious and never give up.



Living things and their habitats: Lesson 1 (Mary Agnes Chase)

LO: I am learning about the life Mary Agnes Chase (Botanist) and can use active reading strategies to support me answer questions

I can use active reading strategies
I can jot down my thoughts (Silent Solo- Formative Writing)
I can learn key vocabulary from the text
I can use KWLS to prove my understanding
I can answer questions on my knowledge of the key vocabulary
I can answer comprehension questions
Challenge- Choose two words from the word bank and write a science sentence about Mary Agnes Chase or plants that uses each word correctly.

Word	Child-friendly definition	Synonyms / Helpful words
Botanist	A scientist who studies plants	Tier 3 Vocabulary
Species	A group of living things that are the same type	kind, type
Herbarium	A place where dried plants are stored and studied	plant collection
Specimen	A sample of something used for study	example, sample
Classify	To group things because they are similar	sort, organise
Reproduction	How living things make new life	Tier 3 Vocabulary
Ecosystem	A place where plants and animals live and depend on each other	Tier 3 Vocabulary
Environment	The surroundings where something lives	habitat, area
Determination	Not giving up even when something is difficult	perseverance, effort
Equality	When everyone is treated fairly	fairness

Vocabulary Check- Turn Vocabulary sheets over and put PowerPoint on board of the options

- Botanist
- Species
- Environment
- Ecosystem
- Herbarium
- Specimen
- Classify
- Reproduction
- Determination
- Equality

Paragraphs 1-2 (Who she was - Early life)

1. What job did Mary Agnes Chase have?
A. Botanist
B. Astronomer
C. Engineer
D. Vet

2. What does a botanist study?
A. Rocks
B. Plants
C. Weather
D. Animals

3. How did Mary learn about plants when she was young?
A. She went to university when she was a child
B. She watched television programmes
C. She taught herself by reading and observing nature
D. She learned only from her friends

Paragraph 3-4 (Smithsonian - grasses)

4. What did Mary teach us about?

Definition	Word
Treating everyone fairly and giving the same opportunities.	
A scientist who studies plants.	
A place where dried plants are stored and studied.	
A sample of something used for study.	
A group of living things that are the same type.	
To group things together because they are similar.	
The process living things use to make new life.	
A place where plants and animals live and depend on each other.	
Not giving up, even when something is difficult.	
The surroundings where something lives	

Nurses assist doctors. Nurses record patient information. Nurses help patients with recovery. Nurses communicate with families. Nurses follow care plans. Nurses work in hospitals and clinics. Nurses maintain hygiene standards.

Silent Solo
This paragraph includes all lot of key features about what nurses do in their job. The sentence is simple to read.

On the other hand the paragraph repeatedly uses the word nurses, what also the sentences are super short.

The writer could add detail, where and purpose to improve the paragraph. Also you could add commas.

Guided Practice
As part of their job, nurses ~~communicate~~ ^{help} patients in order to have a healthy ~~person's~~ ^{person} life. Another ~~important~~ ^{key} role is that, nurses monitor vital signs which means that they check patients blood pressure and heart rate. Another key responsibility is that, nurses administer medication so that patients can recover from their illnesses.

ECC- I have good

Pupil: ● ● ● ●

1. I can include
2. I can organise
3. I can use to link ideas
4. I can write

Challenge- I can write an independent

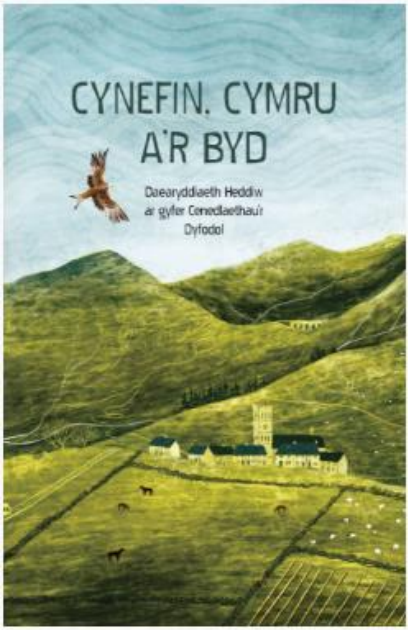
Introduction

What is the Where? Example of Who providing job? Why these

Resources /Adnoddau



Spring One	The Cleddau	Welsh Princes	Owain Glyndwr	Modern Wales
	Rivers in Wales	Offa's Dyke The Laws of Hywel Dda The Princes of Wales Gruffudd ap Cynan and Nes Living like a Prince	The World of the Poets Rebels and Owain Glyndwr	The Big Industries in Wales Speaking Welsh Tryweryn Where do people in Wales Live Language and Culture
Spring Two	The Arctic	Oceans and Plastic	Rainforest	Climate Emergency



HISTORY GROUNDED

The world of the gentry and the poets

Before 1282 the poets of the princes praised them for being brave fighters. They would praise them too for being generous and giving wine and gold and horses to the poets. Poets would travel from court to court, and compete for prizes. Lord Rhys, one of the princes of Deheubarth, held a famous eisteddfod in his castle in Cardigan in 1176. A poet from north Wales won the chair for poetry, and a harpist from the south the chair for music. A chair is still the biggest prize in the National Eisteddfod today – although there have been lots of changes in the world and in eisteddfodau over the centuries!

After 1282, when there were no more princes in Wales, the poets went on visiting the homes of the gentry – the rich landowners. They would tell of the Mab Darogan, the prince who would lead the Welsh to victory against the English, as Arthur had done in the Welsh legends. Some thought Glyndŵr was the Mab Darogan. Then, in 1485, other people were certain that Henry Tudor was the leader they had been waiting for so long.

When they praised the gentry, the poets would often praise their homes. Because of this, there are detailed descriptions in the poetry that bring these homes to life, the families there and how they enjoyed themselves. There is only a mound of earth to be seen today in Sycharth, the home of Owain Glyndŵr – but the poet Iolo Goch describes it for us beautifully.

Cardigan bridge and castle

HISTORY GROUNDED

Poets and gentry enjoying life

Dafydd ap Gwilym is one of the greatest of Welsh poets, and in one of his poems he describes how he would enjoy a day with Ifor ap Llywelyn, the lord of Bassaleg, near Newport. Here is part of it:

*Mi a gaf, o fyddaf byw
I will have, if I live,
Hela â chŵn, nid haelach ior,
Hunting with dogs – such a
generous lord,
Ac yfed gydag Ifor,
And drinking with Ifor,
A saethu rhygeirw sythyn,
And shooting strong, swift deer,
A bwrw gweilch i wybr a gwynn,
And sending hawks into the sky
and the wind,
A cherddau tafodau teg,
And singing with sweet voices,
A solas ym Masaleg.
And comfort in Bassaleg.*

A plaque to mark Dafydd ap Gwilym's birthplace.

A mound of earth is all that remains of Glyndŵr's court at Sycharth (right). But at Tretower, Powys, you can see what a feast might have looked like in the hall of a wealthy nobleman in the 1460s.

Impact

Evidence

Name	Modified	Modified By
Block 1 - Light.docx	March 1	R Williams (Johnstc
Block 2 - Electricity.docx	March 1	R Williams (Johnstc
Block 3 - Living Things and Their Habitats....	March 1	R Williams (Johnstc
Block 4 - Evolution and Adaptation.docx	May 7	R Williams (Johnstc
Block 5 _ 6 - Animals Including Humans.d...	March 1	R Williams (Johnstc
Count 5		

Light

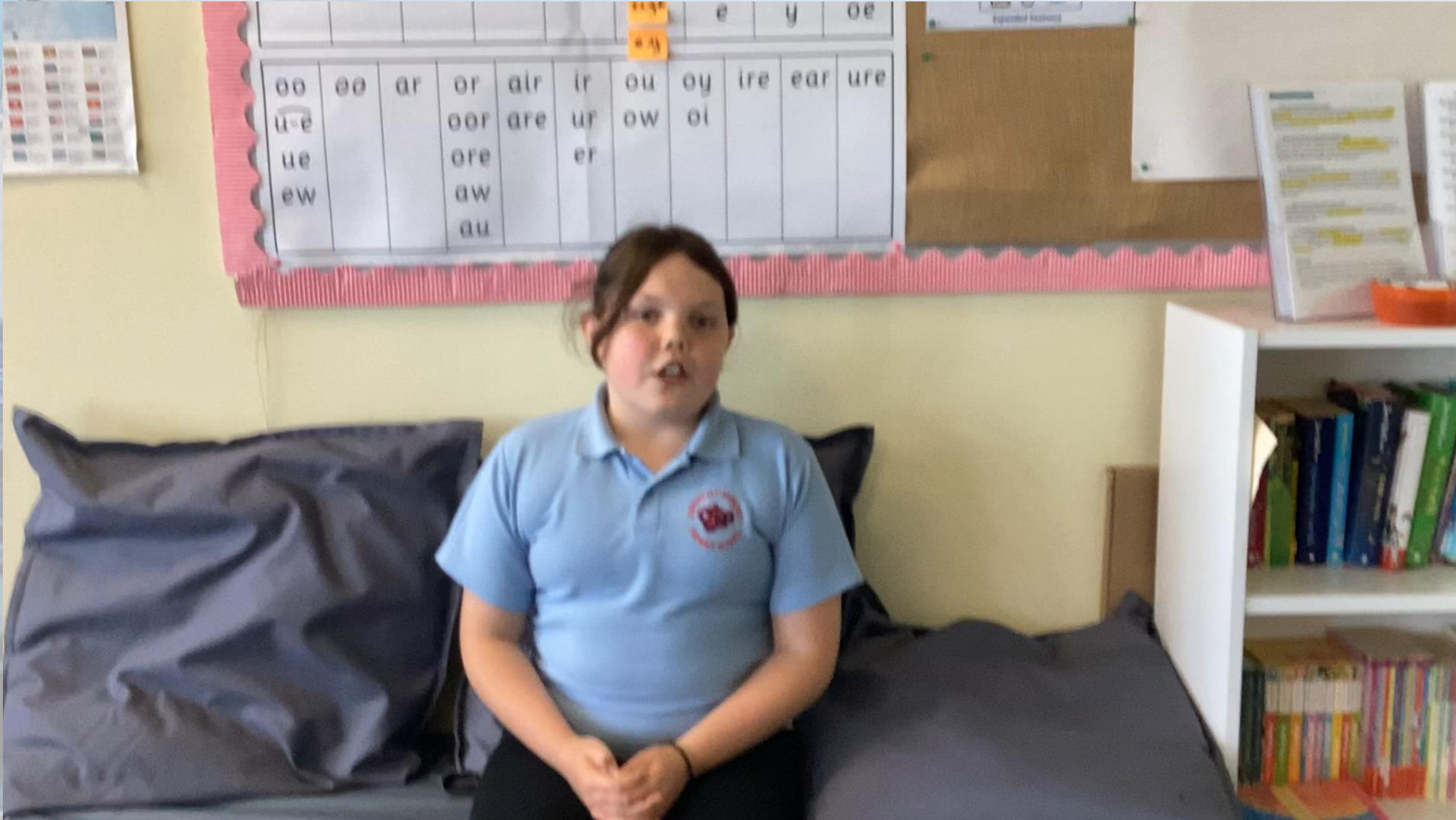
Light travels in straight lines from a **light source** to an object before reflecting into our eyes. This is what allows us to see. Objects that are **transparent** let light pass through them easily while **opaque** objects do not let light through and so cast a shadow. Between these two extremes, **translucent** objects allow some light to pass through them with some of the light changing direction. This means that objects can look blurry when seen through a translucent material.

When light passes from one medium to another at an angle, it changes direction. This process is called **refraction**. This happens because light travels at different speeds in different materials. White light is composed of all of the colours of light combined. When white light is refracted by two surfaces in a prism, it spreads out so that all of its constituent colours can be seen. This happens because the different colours of light found in white light travel at different speeds and refract to a different extent due to this.

Active Reading



Pupil Voice / Llais y Disgyblion



Impact

Evidence

Next steps...

- Rolling out collaborative practice to all feeder schools in the cluster to ensure consistency.
- Time for moderation of milestones/steps to success. (What does a milestone 9 look like? October and May/June. Create a Teams/Google Drive folder to add examples of Reading/Writing/Oracy)
- Use Partneriaeth skills journey exemplars to support with moderation - (Writing skills) [Partneriaeth exemplars](#)
- Y6 teachers share milestone/step to success at the end of Y6.

Thank you for listening!