

# **ENGLISH UPDATES**

# READING - WHAT DOES THE DATA SAY?

2026 – EXS 88.9% and GDS 65.6%

2025 – EXS 93% and GDS 59%

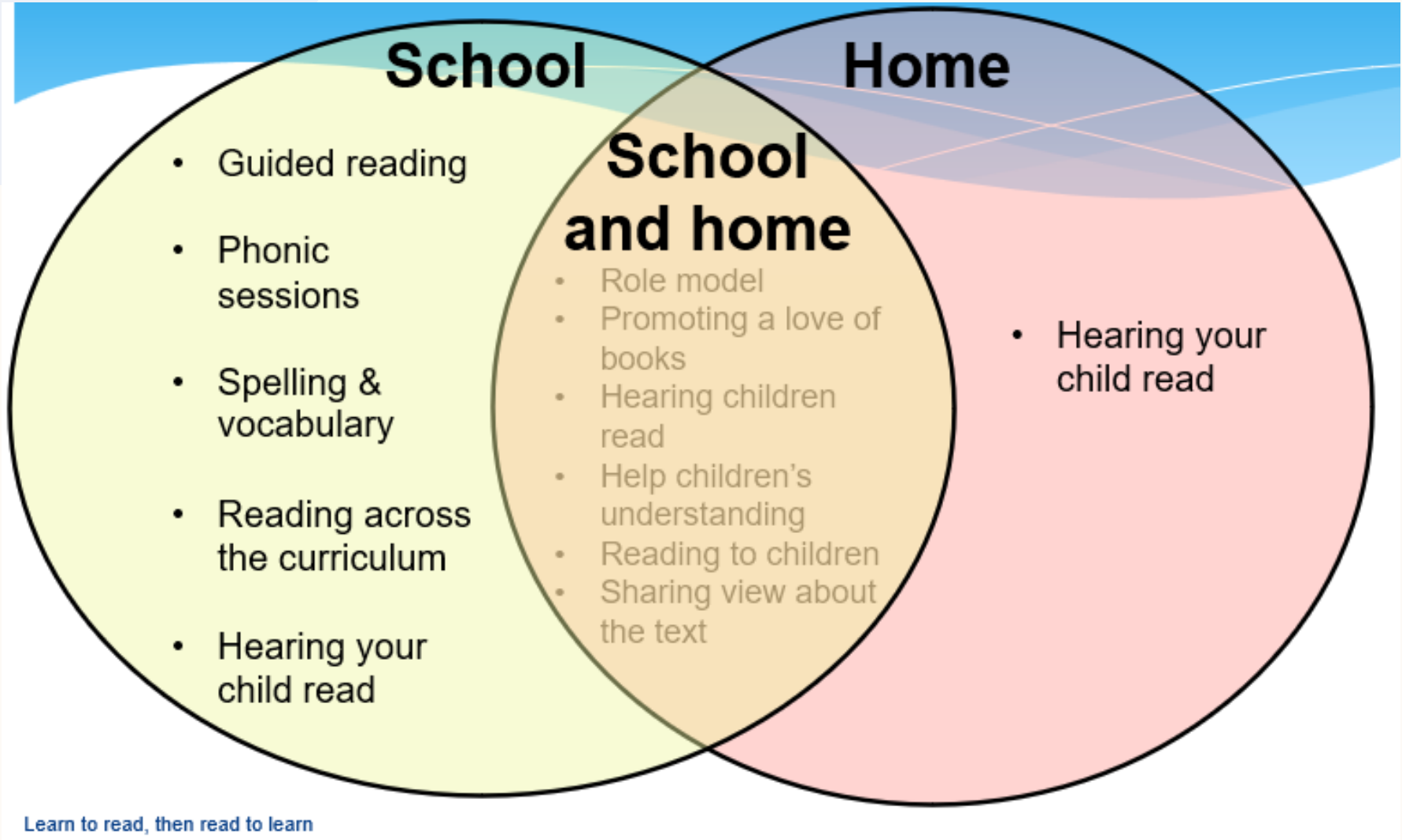
# WHAT MAKES A GOOD READER?

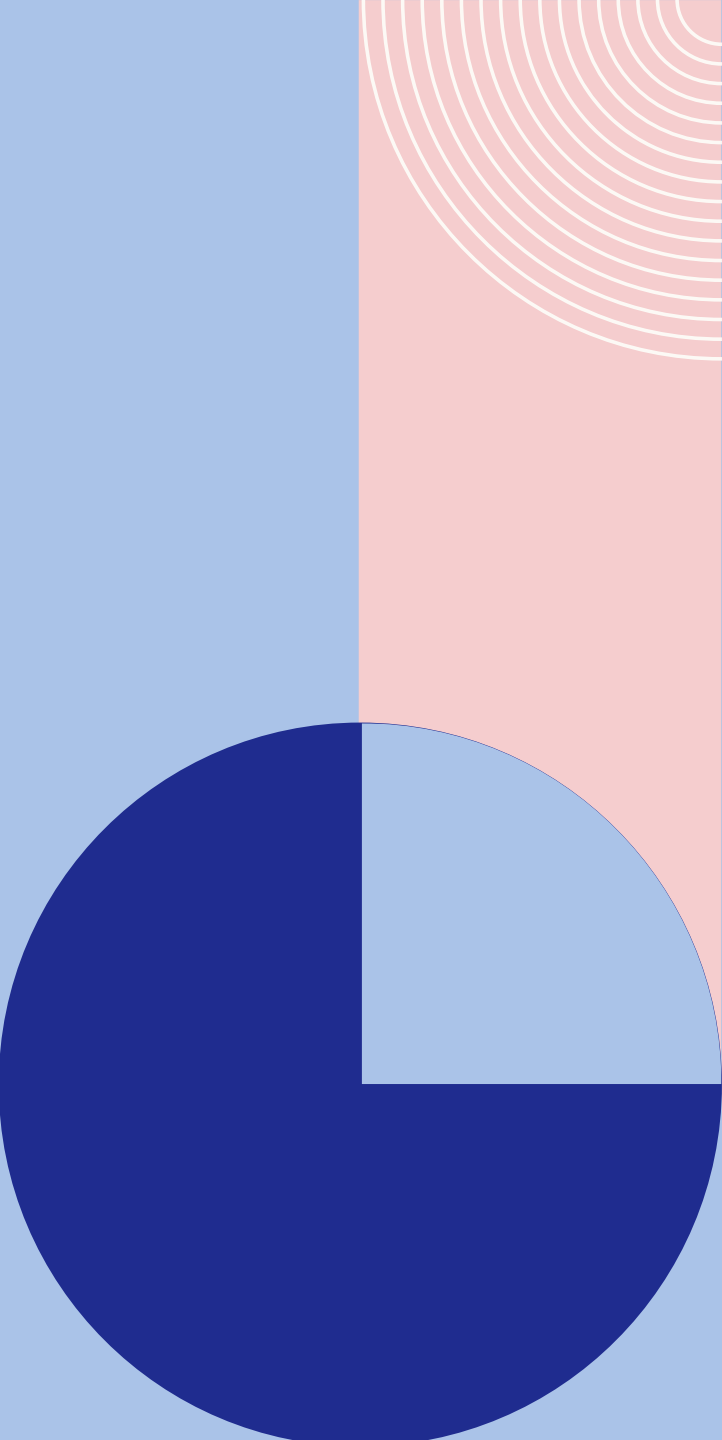
|                                             |                                             |
|---------------------------------------------|---------------------------------------------|
| Poor word recognition<br>Good understanding | Good word recognition<br>Good understanding |
| Poor word recognition<br>Poor understanding | Good word recognition<br>Poor understanding |

**ACCORDING TO THE PREVIOUS ATA/IDE HARD DRIVE TRANSFER PROTOCOL, THE SIGNALLING WAY TO SEND DATA WAS IN SYNCHRONOUS STROBE MODE BY USING THE RISING EDGE OF THE STROBE SIGNAL. THE FASTER STROBE RATE INCREASES EMI, WHICH CANNOT BE ELIMINATED BY THE STANDARD 40-PIN CABLE USED BY ATA AND ULTRA ATA.**

# READING AT HOME AND SCHOOL

5





# READING FOR PLEASURE – THE DIFFICULTIES

6

Books are now competing with technology so we need to find something each child will enjoy.

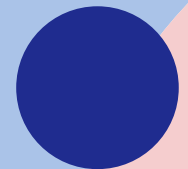
# WRITING – WHAT DOES THE DATA SAY?

2026 - EXS 84.4%  
and GDS 10%

2025 - EXS 80% and  
GDS 12%

# WRITING

"Reading is to writing what listening is to speaking. Children learn to speak by hearing language all around them. In the same way, they learn to write by seeing language on the page. The more they read, the richer their vocabulary, ideas and understanding of how writing works become."



# WHAT EVERY CHILD HAS TO MASTER IN ORDER TO WRITE WELL FOR THEIR AGE...

Speaking and listening

Handwriting  
Spelling

TRANSCRIPTION

Grammar  
Punctuation  
Vocabulary  
Composition

COMPOSITION

## Year 2

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

## Year 2

## Working at the expected standard

The pupil can, after discussion with the teacher,

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

## Year 2

## Working at greater depth within the expected standard

The pupil can, after discussion with the teacher

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

## Working towards the expected standard

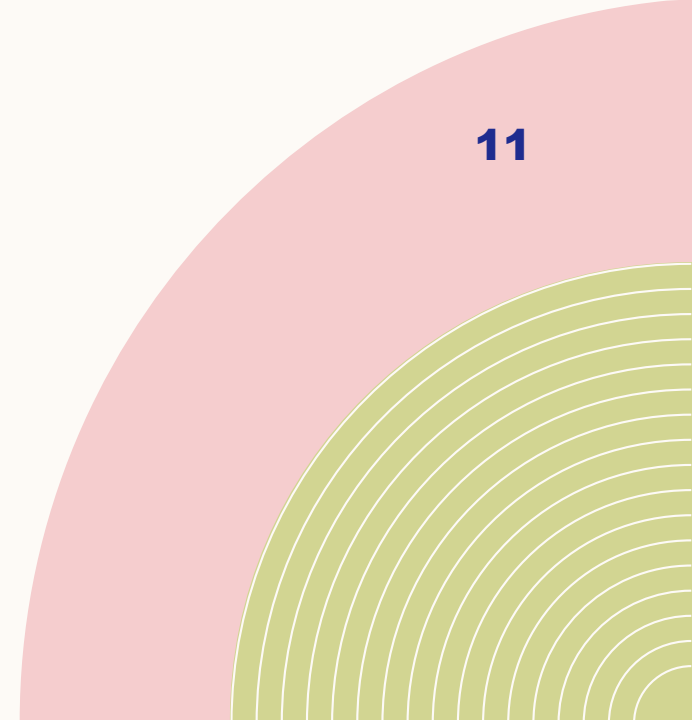
The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters<sup>†</sup>
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere<sup>†</sup>
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

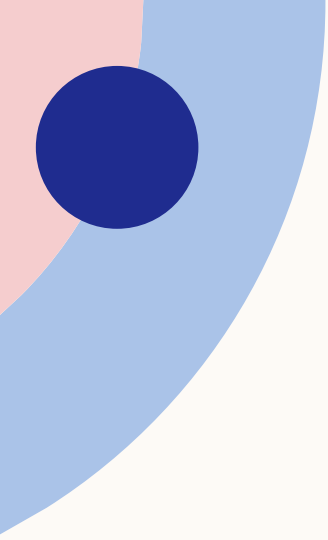


## Working at greater depth within the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]



# WRITING SAMPLES

12

**\*Please do not take any photos of the work that is in front of you\***

Look at the sample of work from across the school

On your post it notes, write 3 observations you have made about each piece based on the stage of development you think they are at.

You might discuss why one might be better than another.

Discuss how you see writing develop across years 3-6

# WHAT TO DO AT HOME AND WHAT NOT TO DO

## DO

- Natural writing opportunities for a **purpose** – e.g. letter writing, cards, journaling, shopping lists, diaries.
- Reading diet – wide and varied
- Talk for writing when reading – composition and comparing to other texts
- Word games – scrabble, boggle, wordle etc
- What comes next when reading
- Lived experiences
- Have nice stationary around the home – pens notebooks that they can pick up and write what they want and when they want
- READING

## DON'T

- Cold writes
- Rewrite a passage from a book
- Endless grammar pages

**THANK  
YOU**