



## English Faculty – Pupil Voice

	Strengths	AFI's	SLT Next Steps
Year 1	<ul style="list-style-type: none"><li>Phonics – children could clearly articulate the purpose of phonics and how it helps their reading</li><li>Children could provide clear examples of regular reading with adults at school</li><li>Children recommended a range of books/Genres</li></ul>	<ul style="list-style-type: none"><li>Children reported stamina issues during the test</li><li>The children reported a marked change in the volume of work expected in Y1</li></ul>	<p>SLT to review testing arrangements</p> <p>SLT to look at transition arrangements.</p>
Year 2	<ul style="list-style-type: none"><li>Phonics – children could clearly articulate the purpose of phonics and how it helps their reading</li><li>Children could provide clear examples of regular reading with adults at school</li><li>Children spoke with great passion about their favourite authors and books including JK Rowling, Enid Blyton and Roald Dahl</li></ul>	<ul style="list-style-type: none"><li>Children reported stamina issues during the test</li><li>Children said some of their reading books are a little old and KS2 have more interesting books.</li></ul>	<p>SLT to review testing arrangements</p> <p>SLT to look at quality of reading books available to KS1 and purchase where required</p>



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Year 3	<ul style="list-style-type: none"><li>• The children feel there has been a big push on handwriting which they could see the benefits of.</li><li>• Children could provide clear examples of regular reading with adults at school</li><li>• Children recommended a range of books/Genres</li></ul>	<p>The children would like more access to Non Fiction books in school both in terms of reading books and using them in class</p> <p>Children would like more comic books</p>	<p>SLT to ensure a full range of texts is available and used.</p>
Year 4	<ul style="list-style-type: none"><li>• Children could provide clear examples of regular reading with adults at school</li><li>• Children spoke with great passion about their favourite authors and books</li><li>• Children said they enjoyed RWI spelling and could see the impact it was having on their learning and writing more widely.</li></ul>	<p>The children would like more access to Non Fiction books in school both in terms of reading books and using them in class</p>	<p>SLT to ensure a full range of texts is available and used.</p>



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<p>Year 5</p>	<ul style="list-style-type: none"><li>• Children spoke with great passion about their favourite authors and books and could recommend a range of texts.</li><li>• Most Children could provide clear examples of regular reading with adults at school</li><li>• The children are really enjoying active spelling and reported seeing other children in the class loving it too.</li><li>• The children were proud of their work as reading buddies and could see the benefits for their buddy and themselves.</li><li>• The children are very excited for the launch of Spellodrome</li><li>• The children feel the new approach to spelling (RWI) is more beneficial than previous approaches.</li></ul>	<p>The children would like more access to Non Fiction books in school both in terms of reading books and using them in class</p> <p>The children felt that sometimes Active Spelling doesn't challenge them and seems to focus on recapping words they already know.</p> <p>Children would like more involvement in choosing Read and Respond books/ an insight into how they are chosen.</p>	<p>SLT to ensure a full range of texts is available and used.</p> <p>SLT to explain to children that initially this is a recap and consolidation/application session. SLT to monitor Active Spelling to ensure the positive start is maintained and that overtime the challenge is increased.</p> <p>SLT to look at involving Reading /English Council in selecting/reviewing Read and Respond books.</p>
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Year 6	<ul style="list-style-type: none"><li>• Children spoke with great passion about their favourite authors and books and could recommend a range of texts and authors</li><li>• All Children could provide clear examples of regular reading with adults at school</li><li>• The children spoke with passion about their love of MyBB. All children could recommend books they had read as a result of MyBB</li><li>• Children spoke articulately about the benefit of RWI Spelling. They feel it helps with spelling but also with broader writing styles.</li></ul>	<p>Children would like more involvement in choosing Read and Respond books/ an insight into how they are chosen.</p> <p>The children would like more access to Non Fiction books in school both in terms of reading books and using them in class</p> <p>The children felt that sometimes Active Spelling doesn't challenge them and seems to focus on recapping words they already know.</p> <p>Children raised concerns about 're-using' Read and Respond books as some have heard the texts through older siblings.</p>	<p>SLT to explain to children that initially this is a recap and consolidation/application session. SLT to monitor Active Spelling to ensure the positive start is maintained and that overtime the challenge is increased.</p> <p>SLT to ensure a full range of texts is available and used</p> <p>SLT to look at involving Reading /English Council in selecting/reviewing Read and Respond books.</p>
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