



Sequencing and Progression

Subject: English

INTENT	<p>We believe that literacy is the key to all learning. Children need to read and write and have an understanding of written and spoken language to access the whole curriculum and to make good progress. It is vital that they are literate and confident in their use of language, not only in school, but to fulfil their potential as adults and to play a positive role in wider society.</p> <p>To this end, our curriculum and wider school approach intends to provide opportunities and learning experiences which enables them to:</p> <ul style="list-style-type: none">• read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.• develop an interest or passion in books and make the positive choice of reading for enjoyment• have an interest in words, their meanings, keen to develop their vocabulary in spoken and written forms.• understand a range of text types– be able to write in a variety of styles and forms appropriate to the situation.• develop their imagination, creativity and critical awareness of visual and written texts.• have a suitable technical vocabulary to articulate responses clearly and precisely.• acquire a wide and rich vocabulary, an understanding of grammar, punctuation, spelling and linguistic conventions to promote sophisticated skills when reading, writing and speaking.• appreciate our rich and varied literacy heritage.• write clearly, accurately and coherently adapting language and style for a range of contexts, purposes and audiences.• be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.• ask questions to clarify their understanding and build and develop their knowledge.
Scheme/planning used and reason for use:	<p>The three core areas of English are carefully planned for throughout the school using the National Curriculum as a basis. Embedded within it, is the allocation of the four different reasons for writing to each class, as well as emphasis being placed on audience, purpose and structure.</p> <p>Last year, after careful research, we introduced a new writing scheme, 'Pathways to Write'. This scheme ensures that children are exposed to high quality texts from a wide range of genres and provides frequent opportunities for the children to write independently for a variety of purposes. It is organised into 'sessions' and class teachers will use best judgement to supplement these with other resources and extend sessions over more than 1 lesson where needed.</p> <p>Teaching and learning for Grammar and Punctuation is offered through the 'Pathways to Write' scheme through the use of the key texts ensuring that the children understand the purpose of these in creating and manipulating meaning within writing; it also facilitates access to the relevant objectives for each year group.</p> <p>'Pathways to Write' complements our new spelling scheme, introduced for Years 2-6 in September 2024, 'Spelling Shed.' Teachers will follow the scheme and lessons as they are written (which teach the spelling rules) however it does not include opportunities</p>

	<p>for testing so this will be incorporated into the sessions using words from the National Curriculum lists. EYFS and Year 1 follow the FFT Success For All Phonics program (5 sessions or more per week).</p> <p>The teaching of reading for Years 3-6 is carefully planned for and delivered in five whole class reading sessions per week. This is supplemented with daily independent reading and with 1:1 reading opportunities. Emphasis is placed upon reading fluency and also the quality of questioning and the children’s ability to demonstrate their understanding in both decoding and encoding.</p> <p>Though there are two year groups in each class, the learning is clearly differentiated and particularly focussed on at medium and weekly planning stages by highlighting the differing objectives for each of the year groups. ‘Pathways to Write’ also caters for mixed year groups and clearly outlines the different objectives for each year group.</p> <p>Within EYFS, our progression document shows how areas within Reading, Writing and Communicating then progress into KS1. Throughout the medium term planning across the wider curriculum, opportunities for reading and writing are also highlighted and planned for, with the same high expectations being placed on these as they would be during English lessons.</p>
<p>Adaptions made to scheme, including within classrooms and reasons for this:</p>	<p>Adaptations to the writing scheme are catered for within the scheme as it is created for mixed year groups, with clearly differentiated learning intentions, ensuring all children take part and can access the lessons. The only mixed group they had not readily prepared was our 2/3 year and having sought advice on this from the writers of the scheme, we have used their suggested texts and created our own progression of gateway and mastery keys for this class.</p> <p>Adaptions are made to ensure all children can assess the learning within their year group, an integral part of our focus on the pillars of excellence. (Modelling, scaffolding, feedback, questioning and differentiation). In addition to this, children are supported through use of such resources as word banks, visual aids and intervention sessions, which may be pre or post a lesson. Some children may need to access learning from a year group below their own (eg children who have EAL or who may have a diagnosed developmental delay), this is always achieved within the child’s own class and importantly, they are still exposed to age appropriate learning in addition to this. Precision teaching and catch up group work are also primary strategies used for those children who are finding accessing the EXS for their year group challenging.</p>
<p>Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)</p>	<p>Daily English lessons are taught designed to cement links made between reading and writing, exposure to good quality texts as well as offer both short and extended writing opportunities, which includes all aspects of the writing process. Year 3-6 children also have a daily 30 minute whole class reading session whilst EYFS and KS1 have daily whole class sessions as part of our FFT phonics program. Our aim too, is that children in EYFS and KS1 also have at least one 1:1 reading session per week as well as those children in KS2 who require additional practice. The children are taught spelling discretely and grammar and punctuation are taught within writing sessions and supplemented with discreet grammar lessons where teacher judgement deems it appropriate.</p> <p><i>The use of the outside area, including the local area will be used to support the teaching of English and ensure that the children are engaged, enthused and challenged. To ensure this takes place, lessons are well planned and teachers are secure in their own subject knowledge.</i></p>
<p>Progression of skills</p>	<p>A reading progression of skills document in place.</p>

<p>How we will be recording progress: (assessment, independent tasks, books)</p>	<p>Leaders then use this so they are aware of any children who are below ARE or above, noting any children who are not making expected progress. Children’s learning is evidenced through such as written tasks, illustrations, diagrams and photographs. Children in Year 2 and KS2 are also tested in reading, spelling, grammar and punctuation three times a year (Year 6 are tested 4 times internally prior to SATS) which provides a reflection of their understanding and informs the planning of class teachers and the action points for Leaders to ensure the good progress of each child is maintained. Fluency is an important part of reading that we have a keen focus on so this skill is also tested at least 3 times a year from Year 1 through to Year 6 and more frequently for the lowest 20%.</p>
<p>How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)</p>	<p>The very nature of English means that key ideas, vocabulary and structures are constantly revisited in both literacy sessions and in the wider curriculum. We consider it essential that there is quality first teaching of English in order that the first exposure to knowledge, subject specific vocabulary and information provide a good basis for previous learning to be retrieved by our learners easily. For example, a range of words that may be new to our children are highlighted and defined using such as text crunch activities before exposing them to a good quality text. Other ways are: Producing quizzes or discussing pictures or texts which reflect previous learning to ensure this is embedded before moving forward A variety of ways are used to present and represent information in the teaching and learning of English. Making clear links with new and older learning, particularly when identifying the relationship between reading and writing. Links are overtly made between areas of the curriculum, eg persuasive writing strategies used in PHSE lessons or instructional texts in Science. Planning is carefully structured to allow for ‘chunking’ of knowledge in small steps so that each stage can be consolidated before moving on. Use of image and text together can also be used to enable this. Opportunities for active retrieval of knowledge are given so that children are regularly asked to use known knowledge in different contexts e.g. children writing a biography of Darwin to inform their Science understanding after learning how to write these two terms earlier. In addition, a homework ‘menu’ is also designed linked to the children’s wider curriculum experiences to consolidate learning and promote this within the family. Here they are encouraged to make choices about how they will use learning in class to represent their understanding, utilising their knowledge of reading and writing skills for a clear purpose.</p>
<p>Resources</p>	<p>We use a range of resources to support learning e.g. word banks, writing scaffolds and learning wall reference points. Mastery Keys and Feature Keys from the Pathways To Write scheme are displayed in each classroom, alongside important vocabulary and modelled writing. Non-negotiables for each year group are displayed in each classroom and referred to regularly which will further support the children to know what they need to use particularly in their writing.</p>

<p>How we will be ensuring and promoting cultural capital</p>	<p>All children are involved within every aspect of the English curriculum from EYFS to year 6. Stimulating, interactive displays around the school and in class actively promote reading and are changed regularly to maintain engagement and excite curiosity. Trips and visits are also organised to promote this. We also celebrate nationally recognised weeks or days e.g. World Book Day, National Poetry Day, Roald Dahl Day. Through using good quality texts, following the structured planning document, positively using information from formative and summative assessment and the use of our outside environment/local area.</p> <p>Awe and wonder is also promoted through active and engaging lessons, which have at the heart of them, a love of the written word and the opportunities it can provide the children with.</p>
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