

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. To consolidate this, an essential vehicle used to teach writing is the planning units from Literacy Curriculum which allow and promote full immersion into texts. Both our long and short term planning allow us to provide opportunities for the children to be exposed to good quality texts, emulate them and then finally create their own versions. Teaching and learning for Grammar and Punctuation is offered via our 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. The teaching is then supplemented by use of other resources such as planning created by Classroom Secrets. Spelling (Year 2 and KS2) and phonics (EYFS/KS1) are taught appropriate to each year group through whole class lessons. We use Pathways to Spelling as our main teaching vehicle from Year 2 upwards (5 sessions a week for Year 2 and 3 sessions Years 3 – 6) with EYFS and Year 1 follow FFT Success For All phonics program (5 sessions a week)</p> <p>The teaching of reading is also carefully planned for and delivered using Reciprocal Reading, whole class and 1:1 reading opportunities. Emphasis is placed upon the</p>

quality of questioning and the children’s ability to demonstrate their understanding in both decoding and encoding.

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.

Within EYFS the Birth to Five Matters document is used and 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.

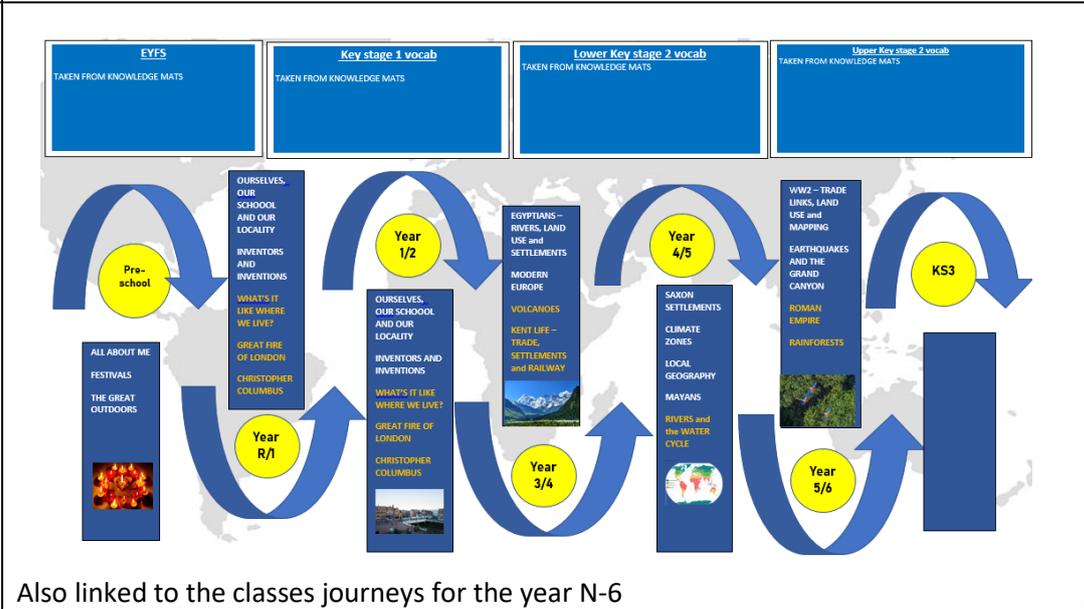
Adaptions made to scheme, including within classrooms and reasons for this:

Because we have two year groups in each class, adaptations are made to cater for the needs of both these year groups through choice of text, exposure to relevant learning experiences and clear differentiated learning intentions provided in each lesson. In this way, all children take part in all English lessons.

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.

Learning Journey



Also linked to the classes journeys for the year N-6

Day to day practice: (Frequency, what will be seen within lessons, pillars of excellence)

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. In addition to this, Year 2 and KS2 children have a weekly whole class and then group session to teach reading (either in group or reciprocal reading form) 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 as well as those children in KS2 who require additional practice. The children are taught spelling discretely and grammar and punctuation are taught both within writing sessions and a separate session weekly too.

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.
Progression of skills	See the attached progression skills document for English which outlines coverage and how learning is developed across all areas of this subject.
How we will be recording progress: (assessment, ARLO's, independent tasks, books)	ARLOs are created for each year group to assess the children and address any gaps. 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, photographs, class big books and the use of stickers to note pupil voice. Children in Year 2 and KS2 are also tested in reading, spelling, grammar and punctuation three times a year 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 EYFS through to Year 6.
How we will be developing long term memory within this subject: (Knowledge acquisition and vocabulary)	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. Texts are chosen to specifically relate to the children's own experience before moving them on to unfamiliar contexts, vocabulary or settings. 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 eg 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.
Knowledge Mats	Rather than have knowledge mats, in English we use a range of resources to support learning eg word banks, writing scaffolds and learning wall reference points. We are in the process of developing non negotiables for each year group which will further support the children to know what they need to use particularly in their writing.

<p>How life skills will be developed, including SMSC and British Values.</p>	<p>Our English teaching is an essential vehicle to facilitate the learning and assimilation of the vocabulary needed to understand, discuss and debate the following strands in our ethos and curriculum.</p> <p>British values - Many of the books we use to stimulate thinking across the curriculum or expressly as a vehicle for English teaching have themes covering tolerance, mutual respect and democracy. In lessons using these, opportunities are taken to look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures are also examined. When appropriate, lessons explore the meaning of concepts such as liberty, democracy and tolerance through lessons developing reading and writing skills.</p> <p>Social – themed weeks, range of groupings, assemblies linked to focus texts, homework menu to encourage collaborative learning, forest school, enrichment opportunities (trips and visits).</p> <p>Moral – 5 R’s focus, discussing termly targets within all lessons. High expectations of behaviour. Pupil voice carried out throughout the year by subject leaders.</p> <p>Spiritual – Assemblies weekly focused on significant events – current and past using texts to support engagement and understanding.</p> <p>Cultural – Focus week – based around cultures and countries with the use of key, well-chosen texts fundamental to these.</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, as well as having strong links with Hugh Christie School. Visits by authors and illustrators are key to this, as is celebrating nationally recognised weeks or days eg World Book Day, National Poetry Day, Roald Dahl Day.</p> <p>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>