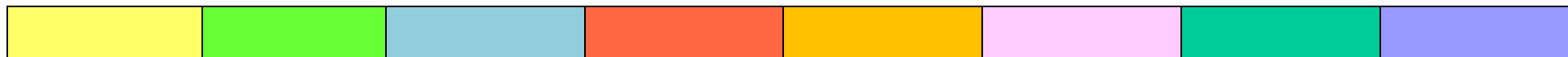




Primary Curriculum Guidance

Nursery to Year 6

2021-2022



Happiness Responsibility Industry

How We Teach: DAA Distinctives

English:

- Reading aloud to children should be prioritised so that it happens daily. Guidance on books to read can be found [here](#).
- Phonics lessons follow Read Write Inc. Guidance on phonics lessons can be found [here](#).
- Reading lessons in KS2 should follow the specified structure for the year group and should have a clear focus. Guidance on reading lessons can be found [here](#).
- WAGOLLS for each writing outcome should be written by teachers and should include the success criteria for the year group. Guidance for writing WAGOLLS can be found [here](#).
- Writing lessons should follow the teaching sequence, with a focus on skills development. Planning sequences should be flexible and do not necessarily have to be one-week long. Writing planning guidance can be found [here](#).
- Handwriting should be taught explicitly and rehearsed daily. Handwriting resources can be found [here](#).
- Spelling teaching in Years 2 – 6 should follow Spelling Shed. Spelling resources can be found [here](#).
- Feedback should address the lesson's LO and non-negotiables from the transcription continuum (including previous years' objectives). Feedback guidance can be found [here](#).

Maths:

- Mathematics Mastery – A platform that provides carefully sequenced and resourced reception, KS1 and KS2 Curricula with comprehensive classroom resources.
- Maths Meetings - The meetings are usually 20 minutes every day outside of the maths lesson. A maths meeting is used to consolidate key areas of mathematics in classes.
- Importance of Fluency, Reasoning and Problem Solving - Ensure that all pupils become fluent in the fundamentals of mathematics, reason mathematically and solve problems.
- Use of manipulatives - We encourage children to explore their own mathematical ideas and challenge potential misconceptions using manipulatives.
- Maths in provision - Engaging and relevant resources that are accessible and provoke learning through during provision time.
- Multiplication Tables - Follow a sequence of teaching in specific year groups whilst using a range of methods to ensure interaction and progress.
- Times tables Rockstars (TTRS) and Mathletics – Online platforms that are engaging, challenging and a tool that can be used to track pupil progress.

Long Term Plan (including Key Concepts & Books)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Unit 1a	Who looks after us? Focus- Family and starting school Hug by Jez Alborough A Bug Day for Migs by Jo Hodgkinson	Are Vegetables Good or Evil? Focus- Healthy eating/ Starting school Supertato by Sue Hendra and Paul Linnet The colour monster goes to school	Is Flying Really Magical? - Y1 Flying Travel, Innovation <i>Room on the Broom</i> by Julia Donaldson and Axel Scheffler	Do pumpkins really come from the supermarket? - Y2 Food Innovation, Civilisation <i>Pumpkin Soup</i> by Helen Cooper	Could Year 3 have survived the Stone Age? - Y3 Prehistoric Innovation, Adversity, Settlement, Change, Resilience, Environment <i>Stone Age Boy</i> by Satoshi Kitamura	Is it important that our achievements are remembered? - Y4 Egyptians Civilisation, Power, Innovation, Belief, Excellence <i>Jake Atlas and the Tomb of the Emerald Snake</i> by Rob Lloyd Jones	What have the ancient Greeks left behind? - Y5 Greeks Empire, Civilisation, Power, Democracy, Innovation, Legacy, Belief, Change, Excellence, Conflict <i>Who Let The Gods Out?</i> by Maz Evans	How did the world wars change the lives of women and children? - Y6 WW1/2 Conflict, Power, Freedom, Prejudice, Belief, Change, Resilience, Justice, Duty, Occupation, Empire, Invasion <i>The Silk Roads (Illustrated Edition)</i> by Peter Frankopan/ <i>Over The Line</i> by Tom Palmer/ <i>Once</i> by Morris Gleitzman/ <i>Noor-Un-Nissa Inayat Khan</i> by Sufiya Ahmed
Autumn 2 Unit 1b	When do we see stars? Focus- Bedtime routines Goodnight Mr Panda by Steve Antony	Can you give a bear a hug? Focus- Good choices/ Bears Goldilocks and the Three Bears	How can we be wise and stay safe? - Y1 Safety Justice, Compassion <i>Little Red Riding Hood</i> by Beth Woolvin	Can you judge a person by their clothes? - Y2 Clothes Adversity, Resilience, Travel <i>Traction Man</i> by Mini Grey	What makes each continent unique? - Y3 Continents Settlement, Environment <i>James and the Giant Peach</i> by Roald Dahl	Where does all the water in the world come from? - Y4 Water Environment, Responsibility, Natural Process, Empire <i>Journey to the River Sea</i> by Eva Ibbotson		
Spring 1 Unit 2a	Do you have a favourite animal? Focus- Animals Dear Zoo by Rod Campbell/ Brown Bear Brown Bear by Bill Martin JR	Are Big Things Scariers Than Little Things? Focus- Fears/ Dangerous Animals Gruffalo by Julia Donaldson	Are we all wild things? - Y1 Wild Innovation, Resilience <i>Where the Wild Things Are</i> by Maurice Sendak	What should I do if I get lost? - Y2 Lost Innovation, Change <i>Hansel and Gretel</i> by Anthony Browne	Are all cities like Bradford? - Y3 UK Cities Migration, Belonging, Settlement, Identity, Change, Citizenship <i>Varjak Paw</i> by SF Said	Are all European cities alike? - Y4 Europe Citizenship, Settlement, Belonging, <i>Linnea in Monet's Garden</i> by Christina Bjork and Lena Anderson	Should children be allowed to travel to space? - Y5 Space Innovation, Responsibility, Change, Natural Process, Travel, Excellence <i>Cosmic</i> by Frank Cottrell-Boyce	How does the earth's movement affect lives? (Mountains) - Y6 Mountains/Volcanoes Settlement, Adversity, Resilience, Power, Natural Process <i>Asha and the Spirit Bird</i> by Jasbinder Bilan/ <i>The Twenty-One Balloons</i> by William Pene Du Bois
Spring 2 Unit 2b	What journey have you been on? Focus- Journeys We're going on a bear hunt by Michael Rosen/ The train ride by June Crebbin	Should you always help your friends? Focus- Traditional Tales Mr Wolf's Pancakes by Jan Fearnley	Does size really matter? - Y1 Size Innovation, Excellence <i>Jack and the Beanstalk</i> by Anna Milbourne	What is the greatest invention in my parent's lifetime? - Y2 Inventions Innovation, Change <i>The Dragon Machine</i> by Helen Ward and Wayne Anderson	How does it feel to come to a new country? - Y3 Migration Migration/Travel, Adversity, Justice, Freedom, Prejudice, Belonging, Identity, Compassion, Citizenship, Empire <i>Coming To England</i> by Floella Benjamin	What if there was no more rainforest? - Y4 Rainforest Activism, Resilience, Adversity, Environment, Change, Responsibility <i>The Great Chocoplot</i> by Chris Callaghan		
Summer 1 Unit 3a	How have you grown? Focus- Growing/ Transformation Jaspers Beanstalk by Nick Butterworth/ The Very Hungry Caterpillar by Eric Carle	Are all places the same? Focus- Places in the world/ where we live? My Granny Went to Market by Stella Blackstone	Could a penguin survive in Bradford? - Y1 Survival Adversity, Resilience, Activism, Belonging, Environment, Migration <i>Lost and Found</i> by Oliver Jeffers	How can kindness change the world? - Y2 Kindness Compassion, Change <i>The Smartest Giant In Town</i> by Julia Donaldson	Would we like to have been Victorian children? - Y3 Victorians Empire, Power, Innovation, Resilience, Justice, Compassion <i>Hetty Feather</i> by Jacqueline Wilson/ <i>Son of the Circus</i> by EL Norry	What have the ancient Greeks left behind? - Y4 Greeks Empire, Civilisation, Power, Democracy, Innovation, Legacy, Belief, Change, Excellence, Conflict <i>Who Let The Gods Out?</i> by Maz Evans	How do historical events change people and place? - Y5 Medieval Migration, Invasion, Conflict, Power, Freedom, Belonging, Settlement, Identity, Change, Legacy <i>Anglo-Saxon Boy</i> by Tony Bradman/ <i>Prince Caspian</i> by C.S. Lewis	Do we live in civilisation? - Y6 Civilisation Migration, Civilisation, Innovation, Prejudice, Belonging, Responsibility, Identity, Belief, Change, Justice, Compassion, Activism, Excellence <i>The Silk Roads (Illustrated Edition)</i> by Peter Frankopan/ <i>The Boy at the Back of the Class</i> by Onjali Q Rauf/ <i>The Fox Girl and the White Gazelle</i> by Victoria Williamson/ <i>Boy87</i> by Ele Fountain
Summer 2 Unit3b	Can you eat a gingerbread man?/ How can you help a friend? Focus- Traditional tales/ Baking Gingerbread Man/ Little Red Hen	Is the moon made of cheese? Focus- Space A Journey Into Space- Amazing Journeys	Can we save the world? - Y1 Environment Adversity, Resilience, Activism, Belonging, Environment, Migration <i>The Journey Home</i> by Frann Preston-Gannon	If you were on a journey, where would it take you? - Y2 Journeys Travel, Innovation <i>The Journey</i> by Aaron Becker				

English Guidance

Rationale: At Dixons Allerton Academy Primary, we understand that the ability to read and write is underpinned by a number of core skills. Children must:

- be competent and confident speakers and communicators (including the ability to listen to others)
- enjoy listening to and telling their own stories whilst using their imagination and demonstrating an ability to use interesting and adventurous words
- understand the power of reading as a tool for finding out more and interpreting the world around them
- understand the power of writing as a tool for communicating.

Aims: This English and literacy guidance aims to:

- Ensure that all children have secure models of speech that will support them in communicating effectively either through speaking or writing
- Ensure that children acquire a wide vocabulary and understanding of grammar that can be used in increasingly clear, structured and purposeful ways
- Ensure that children develop their ability to read easily, fluently and with good understanding
- Ensure that children write clearly, accurately and coherently in a range of contexts
- Ensure that English and literacy are central to all teaching and learning across the curriculum.

Staff Responsibilities: In order for all children develop literacy skills in embedded and masterful ways, all staff in every year group must consider their own role. For example, staff teaching children in Nursery must consider their role in the education and development of children who will be accessing the learning in other year groups at some stage in the near future. All staff must:

- Promote a love of reading and develop an inspiring, exciting and creative curriculum based upon high quality texts
- Be familiar with the contents of each aspect of English teaching
- Ensure that colleagues hold high expectations of their own and other adults' spoken and written word
- Ensure that key vocabulary, working walls and reference materials are displayed to support the reading and writing of each child in classrooms
- Ensure that parents are informed as to the content of this guidance and ARE through discussions and modelling at stay and learn sessions as well as regular parent workshops.

Planning and Sequencing English Lessons (writing focus)

Medium Term:

- Half termly curriculum themes are based around a high quality core text (maybe more than one text). This text is outlined on the long term plan.
- A medium-term plan is created (see planning guidance) to work towards a piece of writing following a particular purpose).
- There must be an opportunity to study and create a non-fiction text in conjunction with the core text.
- A poem (or text containing poetry) and a traditional/ fairy tale must be studied at least once in the school year.

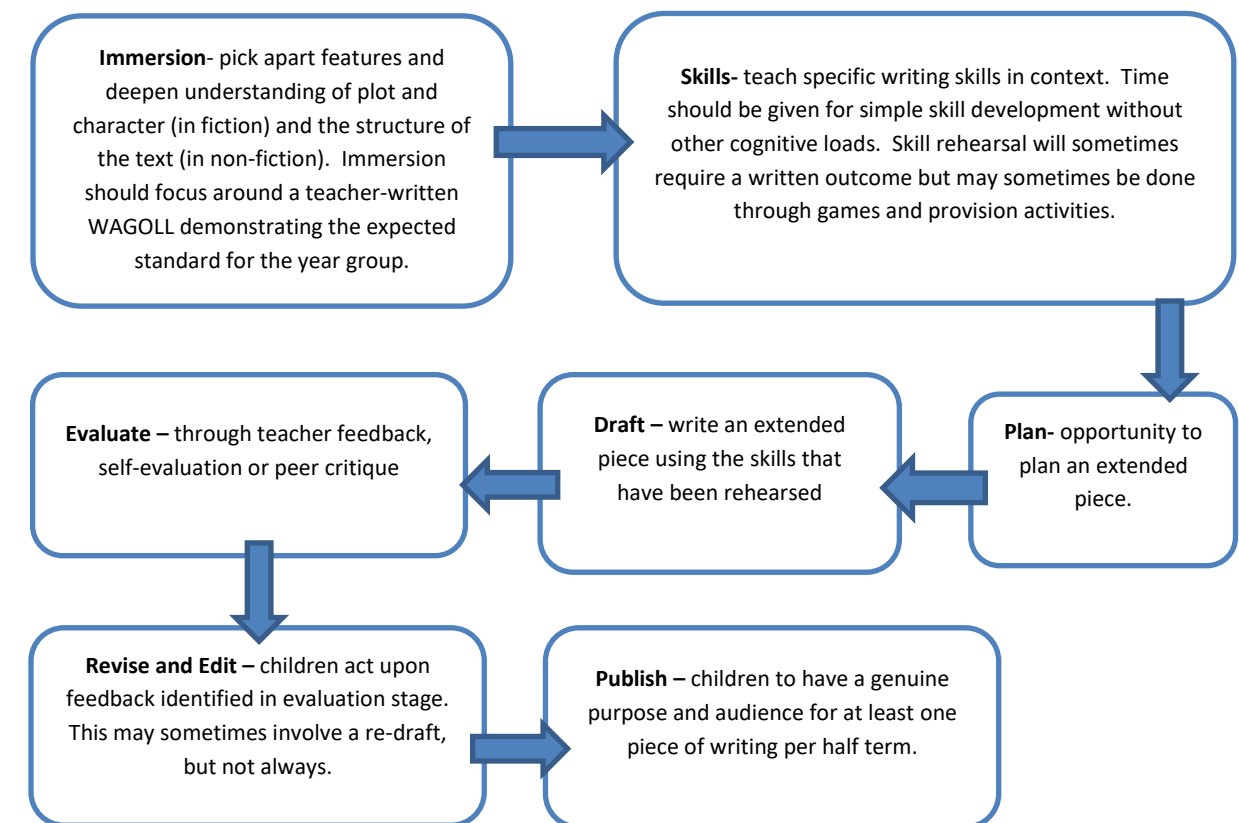
Short Term:

- In writing, objectives and skills are taken from the writing continuums in response to the needs of the class. These objectives may need to be narrowed down to ensure precise teaching. Where a specific gap is identified, an objective may be used from a previous year's assessment grid. The objectives should be taken from the relevant purpose document or from the transcription continuum
- In reading, objectives and skills are taken from the reading continuum in response to the needs of the class. These objectives may need to be narrowed down to ensure precise teaching. Where a specific gap is identified, an objective may be used from a previous year's continuum.
- A teaching sequence plan is completed, outlining the content of inputs and activities needed to complete the sequence. In KS2, there should be a daily English lesson. In KS1, there will be an English input daily but tasks may run over a number of days.
- It is expected that children write at length a minimum of once a week.

- It is expected that there is an activity with a reading focus a minimum of once a week in KS1 and three discrete reading lessons a week in KS2. This may or may not have a written outcome. Reading activities should be a range of specific skill teaching, Reciprocal reading sessions, vocabulary development and general comprehension activities.
- It is expected that English lessons contain opportunities to develop speaking, listening and presentation skills. Children must have the opportunity to rehearse and explore new language and vocabulary before using it in a written format. (See Communication continuum).
- Key words and vocabulary should be introduced on a weekly basis and children should be encouraged to use these when discussing the text.
- New vocabulary learned through English lessons should be displayed somewhere accessible for children, used in provision or referred to after it has been taught.
- Once a half term, there must be an opportunity for children to write freely from a given stimulus, with no adult support. This is called a 'free write'.

Sequence of Lessons:

- The sequence of English lessons is guided by a process that takes children from reader to writer. The length of each of these stages will depend on the age of the children and the type of text being focussed on. Activities provided must enable children to develop reading and writing skills in conjunction with one another, particularly focussing on writing skills development.
- One or more of the stages may be repeated during a learning sequence. A learning sequence could take anything between one day to around three weeks (see also the creative process).



Planning and Teaching Writing

- Key skills for writing are mapped out across each year group. They should be referred to at all times when planning a written piece of work. It may be that sometimes the skills need breaking down further, or – where a specific gap is identified – a skill from a previous year may be used.
- A WAGOLL (what a good one looks like) should always be written by the teacher to showcase what the final version could look like. The WAGOLL must only contain age appropriate features and be of a standard that can be achieved by most children.
- There must be at least one extended piece of writing (focus task in EYFS) per week.

- There should be a balance of teaching approaches. Shared and guided writing must be a key feature of the sequence of lessons. Guided groups are particularly successful for teaching specific objectives to target groups.
- Word banks or 'Words of the Week' must be accessible to children as they are writing. Children should be expected to use specific vocabulary in their independent work. These words should be identified on planning.
- Writing opportunities must be planned in the context of current learning and be linked to the core story or project. Where possible, they must have a real purpose. *E.g. letters to council, posters for around school, labels for the classroom, requests to teacher/SLT, articles for newsletter etc.* Genres to be covered in each year group can be found in the writing purpose continua.
- Children should plan and create at least one piece of non-fiction writing per unit of work.
- Children should use educational visits and experiences as the basis for recounts.
- When planning to write, children must have the opportunity to plan first using story maps, story ladders, boxing up techniques or other strategies.
- Where tasks and activities are set to develop grammar and sentence construction, the content should be related to current learning or the core text.
- **There must be opportunities for children to practise and reinforce their learning through provision. Writing frames and templates must be available at all times to enable children to write purposefully during independent learning.**

Free Writing Sessions

Free writing sessions are designed to give children the opportunity to write at length without adult support. Most writing throughout the year will be scaffolded and built up slowly; this gives us chance to see what a child can do completely independently.

Free writes will take place once a half term. During the free write session, everyone must write, including adults. Free writes will focus on a stimulus – this could be an image, an event, a video or an aspect of the topic/core story. A short input to generate ideas should be given by the teacher but there will be no modelled write or teacher feedback whilst writing. These writes should not be used as the main assessment of the children; assessment will be done using a combination of all the writing children do. However, free writes should give teachers a clear indication of gaps for children and subsequent teaching should be planned to address these. Free writes are a good opportunity to focus in on the transcription continuum.

The following timings are guidelines for how long free-write sessions should be. Children may start the year on the previous year's timings and build up to their year group's timings throughout the year. Some children may need more time.

- Year 1: 15-minute input, 15-minute write
- Year 2: 15-minute input, 20-minute write
- Year 3: 15-minute input, 5-minute plan, 20-minute write
- Year 4: 15-minute input, 5-minute plan, 30-minute write
- Year 5: 15-minute input, 10-minute plan, 30-minute write
- Year 6: 10-minute input, 10-minute plan, 40-minute write

Assessment of Writing

- Class assessment grids will be used for the ongoing assessment of writing.
- Teachers must fill in the assessment grids 5 times per year: November (Cycle 1), January, March (Cycle 2), May, June (Cycle 3). Assessment grids can be filled in for multiple pieces of work at a time.
- Learning objectives and success criteria should be shared with children when appropriate, either on the IWB, working wall or on a sticker. These should be referred to throughout the session to support effective verbal feedback.
- When making an assessment judgement at an assessment point, the Writing Assessment Guidance for that cycle must be followed.

Writing to Entertain							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text types	Re-telling stories Poetry	Re-telling stories Descriptions Poetry	Stories Descriptions Poetry	Stories Descriptions Poetry In character/role	Stories Descriptions Poetry In character/role	Narrative Descriptions Poetry Characters/settings Play-scripts	Narrative Descriptions Poetry Characters/settings
Text features	Marks ascribed meaning (N) Simple sentences	Time sequenced	Time sequenced Begin to differentiate between past and present tense to suit purpose	Detailed description	Detailed description Use paragraphs to organise in time sequence	Detailed description Use paragraphs to organise in time sequence	Detailed description Figurative language Use paragraphs to organise in time sequence
Other style ideas	Mainly oral work	Focus on oral work first Use opportunities to read own work aloud	Focus on oral work first Use opportunities to read own work aloud	Opportunities for comparing different forms of past tense (progressive and simple)	Opportunities for comparing different forms of past tense (progressive and simple)	Use full range of tenses to indicate changes in timing, sequence etc	Use full range of tenses to indicate changes in timing, sequence etc Use the subjunctive form to indicate possibility
Grammar/sentence work	Write simple sentences which can be read by themselves and others	Use coordinating conjunctions to link two main ideas Use simple past and present verbs accurately	Use noun phrases which add detail to description Use progressive form for verbs (-ing verbs) Use exclamation sentences Use coordinating conjunctions to link two main ideas	Use prepositions to express place and time Use subordinate clauses Use nouns and pronouns Use fronted adverbials to show when Use expanded noun phrases to add detail	Use prepositions to express place and time Use subordinate clauses Use nouns and pronouns Use fronted adverbials to show how/when an event occurs Use expanded noun phrases to add detail and description	Use subordinate clauses, including in varied positions. Use relative clauses to add detail or context. Use parenthesis to add interest.	Use subordinate clauses, including in varied positions. Use relative clauses to add detail or context. Use parenthesis to add interest. Use a wide range of sentence structures.
Adverbials (examples of age-appropriate vocabulary – not exhaustive)	Oral only: <i>Once upon a time, the end, first, next, after that, finally</i>	<i>First, then, next</i>	<i>First, then, next, after, later, the next day</i>	<i>Soon, the next day, later, carefully</i>	<i>Soon, the next day, later, carefully, as, meanwhile, without a thought, as quick as a flash</i>	<i>Meanwhile, later that day, silently, within moments, all night, under the treetops, never before had,</i>	<i>Meanwhile, later that day, silently, within moments, all night, under the treetops, never before had, despite -ing openers -ed openers</i>
Conjunctions (examples of age-appropriate vocabulary – not exhaustive)	Oral only: <i>And/but Because</i>	<i>And</i>	<i>And, but, so, or When</i>	<i>if, when, because, while</i>	<i>If, when, because, while, as, until, whenever, once</i>	<i>If, when, because, while, as, until, whenever, once, since, although, unless, rather than</i>	<i>If, when, because, while, as, until, whenever, once, since, although, unless, rather than, despite</i>
Punctuation		Finger spaces between words Capital letters and full stops to mark sentences Capital letters to mark proper nouns (name) Capital letter for first person I Begin to use question marks and exclamation marks	Finger spaces between words Capital letters and full stops to mark sentences Capital letter for first person I and proper nouns Apostrophes to mark contractions Exclamation marks and question marks	Inverted commas for direct speech Apostrophes for contractions Use commas after fronted adverbials	Full punctuation for direct speech Apostrophes for contractions and possession, including plural nouns Use commas after fronted adverbials and subordinate clauses	Use brackets for incidentals/parenthesis Begin to use dashes to emphasis additional information Begin to use colons to add further detail in a new clause Begin to use semi-colons to join related clauses.	Use brackets and dashes for incidentals/parenthesis Use dashes to emphasis additional information Use colons to add further detail in a new clause Use semi-colons to join related clauses.

Writing to Inform							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text types	Labels Instructions Recount Poster	Labels Instructions Recount	Recount Letter Instructions	Recount/diary Letter Biography Instructions	Recount/diary Letter Biography Explanation	Report Recount Biography	Report Recount Biography Newspaper article
Text features	Uses phonics knowledge to write	Simple sentences	Appropriate use of past and present tense	Subheadings to label content	Subheadings to label content Paragraphs used to group related ideas	Paragraphs used to group related ideas Headings/subheadings Use of technical vocabulary	Paragraphs used to group related ideas Headings/subheadings Use of technical vocabulary
Other style ideas	Oral rehearsal first Includes images	Could use a writing frame to structure sections May include images	Could use a writing frame to structure sections May include images	May be built around a key image Use techniques to highlight key words (e.g. bold/underline)	May be built around a key image Use techniques to highlight key words (e.g. bold/underline)	May include a glossary Sections may contain more than one paragraph	May include a glossary Sections may contain more than one paragraph
Grammar/sentence work	Write simple sentences which can be read by themselves and others	Use coordinating conjunctions to link two main ideas. Use noun phrases which inform Use simple past and	Use subordinating conjunctions in the middle of sentences Use noun phrases which inform Use commas to separate items in a list Use exclamation sentences	Use subordinating conjunctions to join clauses Use expanded noun phrases to inform Use commas to separate adjectives in a list	Use subordinating conjunctions to join clauses, including as openers Use expanded noun phrases to inform Use commas to separate adjectives in a list Use relative clauses to add further	Use subordinating conjunctions in varied positions Use expanded noun phrases to inform (inc with...) Use relative clauses to add further detail	Use subordinating conjunctions in varied positions Use expanded noun phrases to inform (inc with...) Use relative clauses to add further detail Use passive voice to remain formal or

		present verbs accurately	where appropriate	Use tense consistently	detail Begin to use the present perfect tense and progressive tense to place events in time	Begin to use colons to link related clauses	detached Begin to use colons to link related clauses
Adverbials (<i>examples of age-appropriate vocabulary – not exhaustive</i>)	Oral only: <i>first, next, after that, finally</i>	<i>First, next, after</i>	<i>First, next, after, firstly, later, then,</i>	<i>First, firstly, before, after, later, soon, also,</i>	<i>First, firstly, before, after, later, soon, also, in addition, however</i>	<i>Meanwhile, at first, after, furthermore, consequently, for example</i>	<i>Meanwhile, at first, after, furthermore, consequently, for example, despite, due to,</i>
Conjunctions (<i>examples of age-appropriate vocabulary – not exhaustive</i>)	<i>And</i>	<i>And</i>	<i>And, but, so, or When, if, because</i>	<i>When, before, after, while, because, if</i>	<i>When, before, after, while, because, if, whilst, as,</i>	<i>When, before, after, while, because, if, although, as</i>	<i>When, before, after, while, because, if, although, as, despite</i>
Punctuation		Use finger spaces between words Use capital letters and full stops to mark sentences Use capital letters for proper nouns (names) Begin to use question marks and exclamation marks	Use finger spaces between words Use capital letters and full stops to mark sentences and proper nouns Use question marks and exclamation marks Use apostrophes to mark possession	Consolidate full stops, commas, exclamation marks and question marks Use capital letters for proper nouns Use commas to mark fronted adverbials	Consolidate full stops, commas, exclamation marks and question marks Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items	Use brackets or dashes to explain technical vocabulary Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses Begin to use colons and semi-colons to mark clauses	Use brackets or dashes to explain technical vocabulary Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses Begin to use colons and semi-colons to mark clauses Use semi colons to punctuate complex lists, including when using bullet points

Writing to Persuade (KS2 Only)				
	Year 3	Year 4	Year 5	Year 6
Text types	Advert Letter Poster	Advert Letter Speech Poster	Advertising Letter Speech	Advertising (e.g. radio/commercial script) Letter Speech
Text features	Planned repetition Facts and statistics Adjectives for positive description Comparatives and superlatives	Use of 2 nd person Planned repetition Facts and statistics Adjectives for positive description Comparatives and superlatives	Use of 2 nd person Personal pronouns Planned repetition Facts and statistics Hyperbole Exclamations	Use of 2 nd person Personal pronouns Planned repetition Facts and statistics Hyperbole Exclamations Word play Subjunctive
Other style ideas	Use of colour and images	Use of colour and images Link to oracy (speeches)	Link to oracy, esp speeches Use of colour and images, esp for advertising	Link to oracy, esp speeches Use of colour and images, esp for advertising Link to levels of formality (within the text type)
Grammar/sentence work	Use imperative verbs to convey urgency. Use rhetorical questions to engage the reader Use noun phrases to add detail and description Use exclamatory sentences	Use imperative verbs to convey urgency. Use rhetorical questions to engage the reader Use noun phrases to add detail and description Use relative clauses to provide additional enticement	Use imperative and modal verbs to convey urgency Use short sentences for emphasis	Use adverbials to convey a sense of certainty Use imperative and modal verbs to convey urgency Use short sentences for emphasis Use of the subjunctive form for formal structure
Adverbials <i>(examples of age-appropriate vocabulary – not exhaustive)</i>	<i>Firstly, Also, On the other hand, In conclusion</i>	<i>Firstly, Also, On the other hand, In conclusion, However, In addition, Therefore</i>	<i>Firstly, furthermore, in addition, however, therefore, consequently, in conclusion</i>	<i>Firstly, furthermore, in addition, however, therefore, consequently, in conclusion, surely, nevertheless</i>
Conjunctions <i>(examples of age-appropriate vocabulary – not exhaustive)</i>	<i>if, because, so, and, but, when,</i>	<i>if, because, so, and, but, when, unless, even if,</i>	<i>If, because, although, unless, since, even if, whereas, in order to, whenever,</i>	<i>If, because, although, unless, since, even if, whereas, in order to, whenever, whether, rather</i>
Punctuation	Capital letters for proper nouns ? for rhetorical questions ! for exclamatory sentences Use commas to mark fronted adverbials	Capital letters for proper nouns ? for rhetorical questions ! for exclamatory sentences Use commas to mark fronted adverbials, relative clauses and subordinate clauses	Use ? and ! for rhetorical/exclamatory sentences Use colons to introduce a list of features Use brackets and dashes for parenthesis, including for emphasis	Use ? and ! for rhetorical/exclamatory sentences Use colons and semi colons to list features Use brackets and dashes for parenthesis, including for emphasis Use semi-colons for structure repetition

Writing to Discuss		
	Year 5	Year 6
Text types	Balanced argument	Balanced argument Article Review
Text features	Appropriate use of cohesive devices	Appropriate use of cohesive devices Use of subjunctive form where needed
Other style ideas	Use paragraphs to structure arguments Maintain a consistent voice	Use paragraphs to structure arguments Maintain formal/impersonal tone

Grammar/sentence work	Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail Use adverbials to provide cohesion across a text Use expanded noun phrases to describe in detail	Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail Use adverbials to provide cohesion across a text Use expanded noun phrases to describe in detail Use the passive voice to maintain an impersonal tone
Adverbials (examples of age-appropriate vocabulary – not exhaustive)	Firstly, furthermore, in addition, however, therefore, consequently, in conclusion	Firstly, furthermore, in addition, however, therefore, consequently, in conclusion, nevertheless
Conjunctions (examples of age-appropriate vocabulary – not exhaustive)	If, because, although, unless, since, even if, whereas, in order to, whenever,	If, because, although, unless, since, even if, whereas, in order to, whenever, rather, whether
Punctuation	Use brackets or dashes for parenthesis, including for emphasis Begin to use semi-colons to mark related clauses Use commas to mark relative clauses, adverbials and subordinate clauses Use colons to punctuate lists	Use brackets or dashes for parenthesis, including for emphasis Use semi-colons and colons to mark related clauses Use commas to mark relative clauses, adverbials and subordinate clauses Use colons and semi-colons to punctuate complex lists

Planning and Teaching Punctuation and Grammar

- Key objectives for each Year group feature on the writing purpose continua and should be incorporated into English lessons frequently. This is to ensure that Punctuation and Grammar are not viewed as separate subjects and children have the opportunity to apply new skills into their independent writing.
- Key terminology for each year group must be used and punctuation introduced as per the writing assessment grid.
- Test style questions should be a feature of English lessons (where appropriate) to familiarise children with the format and process of completing more formal style activities. These can be found on Testbase or examples taken from previous assessment papers.
- Punctuation and grammar teaching must be a mix between using the feature for effect, recognising it in sentences and explaining its purpose.
- GAPs tests should be used to assess spelling, punctuation and grammar. Analysis of these tests should inform teaching, particularly looking at areas where children may not be secure from a previous year group’s knowledge.
- Subject knowledge guidance is available for each year group to assist teachers in understanding the grammar requirements for their year group. This, along with English Appendix 2 should be referred to when necessary.
- **There must be opportunities for children to practise and reinforce their learning through provision. Interactive games and activities should be available to ensure that children consolidate learning independently.**

Planning and Teaching Spelling:

- Spelling rules and patterns should be taught, practised and applied on a continuous basis. In Years 2 – 6, Spelling Shed will be used for planning and coverage. There must be a daily opportunity for this built into the timetable.
- EYFS and Year 1- follow Read, Write Inc sequence of delivery, supported with practical games in provision. Children are expected to spell phonetically at this stage.
- Year 2 and Key Stage Two - there should be a 30-minute spelling session per week (10-minutes test of previous week’s words, 20 minutes of teaching of new week’s words). Word lists and spelling patterns/rules to be taught should follow the Spelling Shed medium term plans.
- Common exception words and words from the Key stage word lists should be used within WAGOLs and tested periodically, in addition to the Spelling Shed words.
- Children with a particular difficulty with spelling should be provided with cues or word mats to assist their independent spelling.
- **There must be opportunities for children to practise and reinforce their learning through provision. Interactive games and activities should be available to ensure that children consolidate learning independently. These games and activities should be specific to the word lists/patterns/rules being taught that week.**

Essential Words for Spelling and Reading:

The following 100 high frequency words make up approximately 50% of any text. It is essential that children learn to read and spell them as quickly as possible, ideally by the end of Year 2. Three extra sets have been added to Year 2, incorporating common exception words used most frequently

High Frequency Words are taught in the following order:

RECEPTION			YEAR 1					YEAR 2			
Set 1 HFW (R)	Set 2 HFW (R)	Set 3 HFW (R)	Set 4 HFW (Y1)	Set 5 HFW (Y1)	Set 6 HFW (Y1)	Set 7 HFW (Y1)	Set 8 HFW (Y1)	Set 9 HFW (Y2)	Set 10 CEW (Y2)	Set 11 CEW (Y2)	Set 12 CEW (Y2)
I the to and went my no go you your by am a	said of be he are me is it on in at as	we she here was some can big get come	that with has been see have want call her all what like look this	they do old so who one there were where their	two first must just his but back up little more	them then into our out for from did him had if will	or made make well off could would over	other about down when which only much came right before not an	because both everybody every even after again through school mother above father	son buy bought watch anyone great someone another walk worse most told hold	prove improve beautiful last past everyone talk thought love wear caught
Non-HFW needed for RWI books			once	saw they does any	now how down put	brother whole	people				

It is expected that HFW ‘drills’ are part of the daily teaching cycle. Children should “speed read” the words relevant to their year group and play games and activities which support the spelling of these words. Words will be introduced on a weekly basis as per the sequence planned at MTP stage. These words should be a mixture of RWI ‘red words’ and HFW.

Teaching Handwriting

a	be		could	has	into	more	one	she	this	what
about	been		did	have	is	much	only	so	to	when
all	before		do	he	it	must	or	some	two	where
am	big		down	her	just	my	other	that	up	which
an	but		first	here	like	no	our	the	want	who
and	by		for	him	little	not	out	their	was	will
are	call		from	his	look	of	over	them	we	with
as	came		get	I	made	off	right	then	well	would
at	can		go	if	make	old	said	there	went	you
back	come		had	in	me	on	see	they	were	your

Nursery: Children will concentrate on developing fine motor control and pincer grip through a variety of practical activities. They will practise handwriting patterns to embed the physical movements needed to form letters.

Reception: In conjunction with Read, Write, Inc, children will be taught to write letters without the lead in and exit stroke. The following patters will be used to reinforce correct formation of all lower case letters.

- m** =Maisie, mountain, mountain
a = Round the apple, down the leaf
s = Slither down the snake
d = Round his bottom, up his tall neck, down to his feet
t = Down the tower, across the tower
i = Down the body, dot for the head
n = Down Nobby and over his head
p = Down the plait and over the pirate’s face
g = Round her face, down her hair and give her a curl
o = All around the orange
c = Curl around the caterpillar
k = Down the kangaroo’s body, tail and leg
u= Down and under, up to the top and down the puddle
b = Down the laces to the heel, round the toe
f = Down the stem and draw the leaves
e = Lift off the top and scoop out the egg
l = Down the long leg
h = Down the head to the hooves and over his back
sh = Slither down the snake, then down the head to the hooves and over his back
r = Down his back, then curl over his arm
j = Down his body, curl and dot
v = Down a wing, up a wing
y = Down a horn up a horn and under his head
w = Down, up, down, up
th = Down the tower, across the tower, then down the horse’s head to the hooves and over his back
z = Zig-zag-zig
ch = Curl around the caterpillar, then go down the horse’s head to the hooves and over his back
q = Round her head, up past her earrings and down her hair
x = Down the arm and leg and repeat the other side

Years 1- 6

Year 1: Children will continue to develop their handwriting using the RWI rhymes. Any incorrect letter formation should be identified, challenged and corrected. Every short and tall letter should be in proportion with descenders and ascenders sized appropriately. Handwriting sessions should be taught at least once a week, with opportunity to practice new learning in provision daily.

Year 2: Children will be taught to write letters in a pre-cursive style, with a lead in and exit stroke. Children should not be encouraged to join their handwriting; instead, they should focus on the size and fluency of the lead-in and exit strokes. Handwriting sessions should be taught at least once a week, with opportunity to practice new learning in provision daily.

Year 3: Children will begin to develop joining letters, particularly those with bottom joins. Handwriting is legible and of an even size. Handwriting sessions should be taught at least once a week, with opportunity to practice new learning for at least 5 minutes daily in designated handwriting books or the back of their English books, and the opportunity to develop their handwriting in provision.

Year 4: Children will now write consistently using a cursive script. They will have mastered all joins, including top joins, and neatness will be maintained throughout. Handwriting sessions should be taught at least once a week, with opportunity to practice new learning in provision and the opportunity for 5 minutes’ practice daily. Any children able to write fluently and accurately in cursive script will be awarded a handwriting pen. Pens will be awarded by the English leader.

Year 5 and 6: Most children will now write consistently using a cursive script. They will have mastered all joins, including top joins, and neatness will be maintained throughout, including when writing at speed. Children will be able to select the appropriate equipment for writing (pencil/pen) and will begin to develop their own style. Any children able to write fluently and accurately in cursive script will be awarded a handwriting pen. Pens will be awarded by the English leader. Handwriting lessons should be delivered to those children who need them as a small group. Other children should practice key skills (spelling, punctuation, grammar, dictation) while handwriting lessons are delivered to those who need them. Opportunities for skills rehearsal should be provided for daily.

Teaching order for Year 1 (single letter formation)

Type	Letters
Anti-clockwise/ Caterpillar Letters	c, o, a, d, g, q, e
Straight Line/ Ladder Letters	i, l, t, f, j
Retrace/ One armed robot	u, y, r, n, m, h, b, p, k
Zig-Zag Letters	s, v, w, x, z

Teaching order for Year 2 (pre-cursive):

Type	Letters
Anti-clockwise/ Caterpillar Letters	c, o, a, d, g, q, e
Straight Line/ Ladder Letters	i, l, t, f, j
Retrace/ One armed robot	u, y, r, n, m, h, b, p, k
Zig-Zag Letters	s, v, w, x, z

Teaching order for KS2 (joins):

A handwriting planner listing all the joins is available. This will be stuck in children’s handwriting books to monitor their progress through the joins.

It is expected that words practised would be relevant and incorporate the essential words for each year group.

Year 3: Joins should be taught in the order given on the handwriting planner. It is expected that most joins will be taught during Year 3.

Year 4, 5 and 6: Gaps will be identified for specific children or groups of children. These gaps should be addressed in the order given on the handwriting planner. Joins should be practiced regularly until a child is awarded a handwriting pen.

Stage 2 - Base Line Joins

ll		all		ar		ip	
li		in		aw		up	
ti		un		iv		ib	
il		an		hu		ub	
it		im		ti		th	
ill		um		ki		ck	
ut		am		du		ch	
at		ine		ay		ent	
ull		ime		ey		ant	

Stage 3 - Top Joins and f joins

ou		re		ob		fe	
ov		ri		ol		fi	
ow		rt		ot		fu	
op		rk		of		fl	
				if		ft	

Stage 4 - Joins to Anti-Clockwise letters

ac	va	fa	ea
ad	vd	fo	ed
ag	vg	va	wa
ca	vv	wa	ha
da			

Stage 5 - Other Joins

To e	Descenders	ss	qu	us
Joining from t/p/b	Descenders to e	sw	ff	ix

Writing								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing speed during free-writing			4 sentences in 20 minutes	8 sentences in 20 minutes	10+ sentences in 20 minutes 200 words for an extended piece of writing	12+ sentences in 20 minutes 250 words for an extended piece of writing	15+ sentences in 20 minutes (consistently good) Writing over 1.5 pages consistently organised	15+ sentences in 20 minutes (consistently good) Writing over 2 pages consistently organised
Key words	recognises name and begins to write	can write their own name	spell most Year 1 common exception words (taught so far)	spell many common exception words	spell all common exception words correctly (KS1 and Year 3) Spell 50% of the Year 3/4 word list correctly	spell all common exception words correctly (KS1 and Y3/Y4) Spell most of the Year 3/4 word list correctly	Spell all common exception words correctly Spell 50% of the Year 5/6 word list correctly	Spell all common exception words correctly Spell most of the Year 5/6 word list correctly
Spelling	ascribe meaning to marks	use their phonic knowledge to write words in ways which match their spoken sounds write some irregular common words. Some words are spelt correctly and others are phonetically plausible	use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible add the suffixes –ing, -ed, -er to spell many words correctly follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans	Apply Y1/2 spelling rules accurately (e.g –ed, -ing, -est, -er, -s, -es suffixes) Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans	spell most words correctly, adding prefixes and suffixes appropriately, spell the correct form of homophones follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans	spell most words correctly, adding prefixes and suffixes appropriately spell the correct form of homophones follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans	spell most words correctly use a dictionary to check the spelling of uncommon or more ambitious vocabulary follow spelling rules/patterns as stated in Appendix 1 and Spelling Shed medium term plans
Handwriting	holds pencil between thumb and two fingers, no longer using whole hand grasp holds pencil near point between first two fingers and thumb and uses it with good control can copy some letters, usually from own name	holds a pencil with the correct grip starts writing on the left and at the top can form most letters correctly	form many lower case and capital letters accurately write with many letters accurate in shape and size, including capital letters and digits use spacing between 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 use the diagonal and horizontal strokes needed to join some letters (GDS)	use the diagonal and horizontal strokes needed to join some letters increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	write in cursive handwriting increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the down-strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters chooses the writing implement that is best suited for a task	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Planning/drafting/editing/revising			Plan: use word walls and story maps Draft: rehearse sentences orally before writing them down Edit: re-reading writing to check that it makes sense and reading aloud their writing to each other and the teacher/ proofreading to check for spelling and punctuation errors Revise: improve writing after discussion with the teacher or other pupils (GDS Year 2)		Plan: use writing similar to that which they are planning to write/ discussing and recording ideas Draft: rehearse a range of sentence structures orally Evaluate: assess the effectiveness of their own and others' writing Edit: propose changes to grammar and vocabulary to improve consistency / proofread for spelling and punctuation errors Revise: suggest simple revisions to their writing to improve clarity for the reader		Plan: identify audience and purpose, using similar writing as models for their own/ note and develop initial ideas, drawing on reading and research Draft: selecting appropriate grammar and vocabulary to change and enhance Evaluate: assess the effectiveness of their own and others' writing Edit: ensure the consistent and correct use of tense throughout a piece of writing /ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register / proofread for spelling and punctuation errors Revise: propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	

Planning and Teaching Reading**Phonics****Nursery**

- In Nursery, pupils follow the Letters and Sounds guidance for Phase 1 phonics. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Practitioners in Nursery will provide lots of opportunities for children to develop their ability to tune into sounds through the resources and enhancements within provision.

- Teachers in Nursery use formative assessment in order to inform their planning for phonics. When pupils are ready the teachers may start to deliver a discreet session of phonics each week.
- Some pupils may be ready to start learning sounds by the end of Nursery. Where this is the case, these children will begin to access the first sounds in the RWI scheme through a teacher input in a small group.

Reception and Year One

- Children will have a daily phonics session for 20 minutes.
- Teachers will follow the Read Write Inc sequence of sounds and use the Speed Sounds lesson plans to structure the session.

- Children should practice tricky words during the session (these are on red cards and are same as HFW listed within ‘Essential Word Recognition’ section of this document).
- Children will be assessed at the start of Year 1 to establish an accurate baseline.
- Children in Reception will be assessed once the Speed Sound sets have been completed.
- Children who are not secure with Letters and Sounds Phase 1 will continue to receive support before beginning RWI program.
- Children will be grouped to meet their individual learning needs. These can change in response to formative and summative assessment of Phonics.
- **There must be opportunities for children to practise and reinforce their learning through provision. Interactive games and activities should be available to ensure that children consolidate learning independently.**

1:1 Reading

- In Foundation Stage and Key Stage One, all children will read with an adult at least once a week. When children are identified to need extra support, they will read daily with an adult.
- In Key Stage Two, all children who are not yet ‘free readers’ will read with an adult at least twice a week. When children are identified to need extra support, they will read daily with an adult.
- Children’s books will be changed a minimum of once a week. In Upper Key Stage Two, children will be responsible for changing their own books. When children are identified to need extra support, an adult will support them in choosing and changing a book.
- Each child who is not a ‘free reader’ has two reading books from our reading scheme (Oxford). One of these stays in book bags and is shared at home while the other remains in the class reading box and is read with an adult in school. Each child works on target high frequency words and questions to develop comprehension and inference as they are reading their book in school. These words and questions support children to develop the skills they need to progress to the next colour book band.
- A short assessment (PM Benchmarking) will be completed by the child to confirm that they can progress to the next book band. This assessment involves reading a less familiar book with an adult and then answering questions to demonstrate comprehension.

Independent Reading

- Each child has a home reading journal. This is used to keep a record of how many times children read at home. Children in Foundation Stage, Key Stage 1 and Year 3 are expected to read at home with an adult five times per week. The following prizes will be given as a reward for children who read regularly at home:
 - 10 – sticker
 - 25 – bookmark
 - 50 – pencil
 - 75 – badge
 - 100 – book
 - 125 – keyring
 - 150 – book club
- Children in Year 4, 5 and 6 have a reading log. They are expected to use this reading log independently, filling in a minimum of three entries per half term (one being their core story). The following prizes will be given as a reward for children who fill in their reading logs (entries must be done to a high standard with books at a suitable level of challenge).
 - 20 – bookmark
 - 30 – book
 - 40 – book club
- When children pass benchmark 30 they become a ‘free reader,’ meaning they can choose from the class or school library for their reading book. Children in Year 4, 5 or 6 who have not reached benchmark 30 will still have a home reading record. They are expected to read 3 times a week with an adult.
- Upon becoming a ‘free reader’ children will no longer be read with 1:1 as frequently. They will be responsible for changing and keeping track of their own reading, through their reading log book. Children should bring their books (in their book bags) to and from home every day. They should be reading the same book at school and home; this could be a book from the school library or a book from home. Although children will be independent in their reading, teachers should keep an eye on this – meeting with each child at least once a half term to review their reading log and talk to them about what they are reading. Teachers should ensure reluctant readers are reading regularly and completing their logs.

Key Stage One: Reading as part of the English lesson

- Key skills for reading are mapped out across each year group. They should be referred to at all times when planning a reading session.
- At least one English lesson per week will have a reading focus with the learning intention taken from the reading continuum. In Year 2, discrete reading sessions may be taught when they are needed.
- Teachers should plan opportunities for shared reading throughout the week.
- Teachers should prepare questions related to the text as part of the planning process.
- Children must have the opportunity to learn texts and poems off by heart.

- At least one reading session per week must follow the Reciprocal Reading cycle of predicting, clarifying, questioning and summarising. Elements of the cycle may be covered separately.
- At least one non-fiction text must be studied once a half term. This should link to the core text for each year group.
- Visual literacy should also be used a tool to enhance learning linked with core texts.
- Test style grammar and reading questions should be a feature of English lessons (Years One to Six) to familiarise children with the format and process of completing more formal style activities. These can be found on Testbase or examples taken from previous assessment papers. Question stems used frequently in tests are also available in the Reading folder on the school network.

Key Stage Two: Reading Lessons

Sessions should be an equal mixture of reading activities related to the class text and reading activities of other age-appropriate texts (mostly non-fiction). Other texts should be chosen to assist children with their writing (e.g. if you are planning on writing a non-chron report, read a leaflet etc).

Examples of text could include:

- An extract from the whole class novel
- An extract of a novel based on a current topic or interest (though please don’t choose a book purely because it matches your topic – ensure it is age appropriate and good quality)
- A different extract from the same text for a number of weeks
- A poem
- A leaflet
- A newspaper article
- A section of text from a website
- Song lyrics
- Magazines
- Comics
- A list of jokes
- A book which a child in your class is currently reading

Reading teaching should be structured into a 3-day or teaching sequence.

3 day a week teaching sequence:

Day 1	Reciprocal reading session on a section of text. Ongoing summary as a class.
Day 2	Teaching relating to one reading role. Activity using that role. (Same text as previous day)
Day 3	Fluency read – either on text from days 1 and 2 or from core story/class novel.

Day 4	Reciprocal reading session on a section of text. Ongoing summary as a class.
Day 5	Teaching relating to one reading role. Activity using that role. (Same text as previous day)
Day 6	All domain comprehension on a text – teacher discretion whether it is best doing a new text or a text previously used.

Teaching alternates between Translator, Reporter and Detective. The two-week sequence should mainly focus on one of the roles but should also cover the role before (E.g. Reporter week = translator + reporter; Detective week = translator + reporter + detective). Upper Key Stage Two may choose to focus more on the ‘Detective’ week to develop inference skills. If you are focussing on Detective, the linked text needs to be appropriate with opportunities for inference (poem, other narrative).

Reciprocal Reading:

Sessions should follow the cycle of all 4 stages, with all children taking on each stage of the cycle.

Predicting – clarifying – questioning – summarising.

A class summary wall/book could be helpful in keeping track of your class reader. Get in the habit of summarising what you’ve read every time you read and adding it on a post it note to the wall. This will help children track back through what they have read and add to the automatic strategy of summarising for comprehension.

Question stems:

Questions should use a range of question stems and formats. See separate document for different stem ideas.

Fluency reading:

A session particularly dedicated to fluency in reading/reading aloud. This can be flexible, but should involve children having chance to read the text aloud (in a partner or a group).

Reading aloud should be modelled by the teacher, with discussion centred around tone, punctuation, emphasis etc (see your year group’s reading objectives). Children should listen to a teacher reading text and then have the chance to read the text themselves.

Reading across the Curriculum

- Reading should be seen as a key skill for accessing learning in all areas of the curriculum.
- Texts should be used to develop reading skills in provision. For example: non-fiction texts for research or instructional texts in areas.
- Where a non-fiction text is used for research purposes this must be modified and adapted to suit the reading level of the children in that year group.
- Instructions for areas of provision should be typed up by teachers to include key features and language of their own year group.
- Each classroom must have a reading area that meets the non-negotiables set out below.
- **There must be opportunities for children to practise and reinforce their learning through provision. Interactive games and activities should be available to ensure that children consolidate learning independently.**

Reading Area Non-negotiables

As well as prioritising reading across the curriculum and reading in provision, each classroom must have a designated ‘reading area.’ In Years 5 and 6, the reading area may be a shared area on the bridge.

The reading area must:

	What does this look like?
<ul style="list-style-type: none">• be inviting and comfortable for children	cushions, bean bags, adequate lighting, space to sit/lie down, appropriately situated
<ul style="list-style-type: none">• have an adequate supply of books for children to choose from (but not over face or become untidy)	a variety of fiction, non-fiction, poetry, newspapers, leaflets, dual-text books, stories from other cultures and other texts appropriate to the year group
<ul style="list-style-type: none">• be enhanced to encourage all styles of reader to access (see ‘Rights of the Reader’ for guidance)	space for quiet reading, reading aloud, story-telling, making up own stories (link to small world?)
<ul style="list-style-type: none">• have scaffolds available to allow all children to access	key word mats, question stems (where appropriate), reading challenges, phonics prompts (RWI sound mats)
<ul style="list-style-type: none">• emphasise the difference between fiction and non-fiction	books sorted appropriately into either baskets or shelves, labelled with fiction or non-fiction

Assessment of Reading

Summative assessment

- In Year One and up, pupils will complete an external assessment every cycle (PIRA) which gives a standardised score and a reading age. This is used in conjunction with teacher assessments to inform next steps and planning.
- A short assessment (PM Benchmarking) will be completed by the child to confirm that they can progress to the next book band. This assessment involves reading a less familiar book with an adult and then answering questions to demonstrate comprehension.
- All pupils will take part in the Phonics Screening Check at the end of Year One.
- In Year 6, children will do half-termly SATs papers to monitor progress in standardised scores and to allow them to become comfortable with the format of the SATs tests.

Formative assessment

- Teachers and practitioners will use on-going observation during all learning time to inform next steps for pupils’ reading. Where they believe a child to be ready to move up or potentially need extra support they will benchmark the child at the appropriate level to support their judgement.

Class Reading

All children in school should be read to as a class by an adult daily. Time must be prioritised for this in order to model good reading habits and promote a love of reading. This may sometimes be the core story/book or at other times may be a book or extract chosen by the children. Over the year, a mixture of texts should be read to the children, including longer chapter books (KS2), picture books, poems etc. Teachers should show enthusiasm for reading and read aloud in a way that engages and excites children. In Early Years and Key Stage One, the same books should be read to children regularly so they can internalise story structures, vocabulary and writing conventions.

Reading								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Can blend and segment orally Can identify the initial phoneme (orally)	Can read all 44 phonemes Can read CVC words Can read all key words Set 1 Can read first 20 HF words	Respond speedily with the correct sound to graphemes Passed phonic screening test Reads all Year 1 common exception words Read words containing –s, -es, -ing, -ed, -er, -est Can read 80 HF words Know letter names and can order letters of the alphabet	Read words with two or more syllables using known grapheme phoneme correspondence Read accurately by sound blending and applying phonic knowledge Reads all Year 2 common exception words Reads words containing common suffixes Completed phase 6 of letters and sounds Can read 100 HF words Can use the initial letter to locate words and information in a dictionary, glossary and contents page	Decodes fluently (without staccato blending) Demonstrates knowledge that words are built from roots and affixes Read Year 3 common exception words Uses the first 2 letters in a word to locate words and information in a dictionary, glossary and contents page	Predicts new words from the context and from the knowledge of the structure of words (roots and affixes) Read Year 4 common exception words Uses the first 3 letters in a word to locate words and information in a dictionary, glossary and contents page	Reads aloud extracts from the class novel so that the group or class can hear Applies knowledge of root word, prefixes and suffixes to read aloud and understand the meaning of new words Can use a thesaurus to find adventurous words for own writing	Can read aloud fluently long passages from a variety of material (in class, assembly etc) Can use dictionary definitions and thesaurus to decide whether words are suitable for own writing
Text	Knows that print is read from left to right Understands that print carries meaning Recognises familiar words such as own name and logos Knows some nursery rhymes by heart	Is on red book band Has achieved PM benchmark 3,4 or 5 Knows a range of nursery and action rhymes by heart	Is on orange book band Has achieved PM benchmark 15 Can read aloud accurately at orange book band Can read polysyllabic words Can read contractions I've, don't, can't, didn't Knows some short and simple poems by heart	Is on white book band Has achieved PM benchmark level 23 or 24 Read out loud without hesitation at the appropriate level (White) Can recite a range of short and simple poems by heart	Can read books at Emerald/Lime book band with confidence Has achieved PM benchmark level 26 Can read silently from a book chosen from the class library for 15 minutes Recites poems and reads play scripts showing understanding through intonation, tone, volume and action	Can read books at Ruby book band with confidence Has achieved PM benchmark level 28/30 Can read silently with a book chosen from the class library for 20+ minutes Recites poems and reads play scripts showing understanding through intonation, tone, volume and action	Can read books at Sapphire book band with confidence Has completed PM benchmarking Can read silently with a book chosen from the class library for 20+ minutes Recites poems and reads play scripts showing understanding through intonation, tone, volume and action	Can read silently with a book chosen from the class library for 20+ minutes Can read a story aloud to a younger child with suitable intonation, tone, volume and action Recites poems and reads play scripts showing understanding through intonation, tone, volume and action
Vocabulary (Translator)	Listens to stories, recalling some basic details Joins in with repeated refrains and anticipates key events and phrases Can retell a simple event in the correct order Recreates stories during role play and small world activities	Can re-tell familiar stories Can identify rhyming words	Talk about what words mean and learn new vocabulary in order to understand what has been read Make links to words already known	Talk about what words mean and learn new vocabulary in order to understand what has been read Make links to words already known	Talk about what words mean and learn new vocabulary in order to understand what has been read Make links to words already known Check meanings of words using teacher prepared definitions Explain the meaning of words uses in a familiar context Discuss how adjectives, nouns and verbs have been used to build a picture for the reader	Check the meaning of word using teacher prepared definitions Explain the meaning of words and know how to use in the correct context Write own definitions for words Use dictionaries to check the meaning of words read Discuss how words and phrases have been used to build a picture for the reader	Check the meanings of words using teacher prepared definitions Explain the meanings of words and know how to use in the correct context Ask questions to improve understanding of vocabulary Explore the meaning of words in context (asking questions, checking word meanings) Write own definitions for words Use dictionaries to check the meaning of words read Discuss how words and phrases have been used to build a picture for the reader	Check the book makes sense, discussing and exploring the meaning of words in context Use dictionaries and word root knowledge to check the meaning of words read Ask questions to improve understanding of vocabulary Discuss how words and phrases have been used to build a picture for the reader Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Retrieval (Reporter)			Retell familiar stories in the correct sequence Check the text makes sense	Retell familiar stories in the correct sequence Check the text makes sense Correct inaccurate reading Answer basic retrieval questions Explain what has happened so far in what they have read	Check the text makes sense Correct inaccurate reading Answer basic retrieval questions using evidence in the text Discuss understanding of a text Ask questions to improve understanding of text Retrieve and record information from non-fiction Know and discuss setting, character and event changes across a text	Check the text makes sense Answer basic retrieval questions using evidence in the text Discuss understanding of a text Ask questions to improve understanding of text Retrieve and record information from non-fiction Know and discuss setting, character and event changes across a text Identify how text structure/presentation contributes to meaning and understanding Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)	Check the book makes sense by discussing and re-reading the text Ask questions to improve understanding in the text Explain and discuss what has been read Retrieve and record information from non-fiction Know and discuss setting, character and event changes across a text Identify how text structure/presentation contributes to meaning and understanding Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text)	Explain and discuss what has been read Ask questions to improve understanding of a text Retrieve, record and present information from non-fiction Know and discuss setting, character and event changes across a text Identify how text structure/presentation contributes to meaning and understanding Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text) Identify and discuss themes and conventions in and across a wide range of writing
Inference (Detective)			Talk about a character's feelings Make inferences on the basis of what is being said and done	Make some simple inferences Make a plausible prediction about what might happen on the basis of what has been read so far (GDS) Make links between the book they are reading and other books they have read (GDS)	Identify main ideas from a paragraph and summarise Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen from details shared	Identify main ideas from a paragraph and summarise Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict what might happen from details shared	Summarise the main ideas drawn from more than one paragraph Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge or wider reading Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text Provide reasoned justifications for views expressed

Poetry

Children should study (in-depth) at least one poem per half term. Poems are outlined in the Dixons Allerton Poetry Anthology. The half term's poem should be studied in one or more of the reading lessons. Children should have the opportunity to innovate/write one poem over the year, based upon one of their core poems. At least one poem per year should be learned by heart and children should have the opportunity to perform it (in an assembly or parent showcase).

In Foundation Stage, poems and rhymes will be used regularly in rhyme-time sessions and classroom instructions. Children should be familiar with well-known nursery rhymes and also have the opportunity to innovate a poem for themselves at least once a year.

Poems and Poets							
Term/ Unit	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	One potato, two potatoes	Song of the Witches: "Double, double toil and trouble" by William Shakespeare	Autumn Time by Brenda Williams	I Was Born In The Stone Age by Michael Rosen		If I was by Brian Moses	In Flanders Field by John McCrae & If by Rudyard Kipling
2		Wayward Wolf by Gareth Lancaster	I wish I were a superhero by James McDonald	The sound collector Roger McGough	The River and I Asked the River by Valerie Bloom		
3		On the Ning Nang Nong by Spike Mulligan		McCavity the mystery cat by TS Elliot		Escape at Bedtime by Robert Louis Stevenson	Unfolding Bud by Naoshi Koriyama
4		Cow in the cornflakes by Margot Henderson	Poem: A Dragon in the classroom by Charles Thomson		Give and take by Roger McGough	Poem: Caged Bird by Maya Angelou	
5			Instructions for Giants by John Rice		If I was by Brian Moses	The British by Benjamin Zephaniah/ I Come From Bradford by Belle Vue Girls/The Night Is Darkening Around Me by Emily Bronte	Where The Mind Is Without Fear by Rabindranath Tagore/How to cut a pomegranate by Imtiaz Dharker

Oracy and Performance

We understand that oracy is at the heart of English learning and success. Regular opportunities should be built in for children to talk about ideas and orally rehearse before writing. In Key Stage Two, at least one written outcome per year should be learned by heart and performed in an assembly or parent showcase. This could be done individually or as part of a group. The written outcome could be a poem, play script, speech, advert, story etc. The below continuum for Oracy and Performance should be considered when planning across the curriculum, not only in English lessons.

Oracy and Performance						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clarity	Speak audibly, fluently as well as in full and mostly accurate sentences.	Children will able to speak in full and increasingly complex sentences connecting a range of ideas and themes together. They will use the key features of grammar and vocabulary learned in the writing and reading KO grids.	Demonstrate an understanding of the need to make eye contact with the audience and use simple hand gestures to give expression and/ or feeling.	Demonstrate an understanding of the need to make eye contact with the audience and use simple hand gestures to give expression and/ or feeling.	Children speak in an engaging manner, changing their tone, volume and pace as appropriate to the material being presented.	Children are aware of their audience and the purpose of their communication. Not only is their tone, volume and pace appropriate, but the words and the sentence structures they choose are well-chosen too in order to contribute towards clarity.
Structure and Vocabulary	Children will say their sentence first before writing it down. Sentences will include a conjunction where appropriate. Future, present and past tense will always be accurate.	Children will use a range of adjectives, adverbs, prepositions, verbs and nouns in line with the English and SPAG curriculum. When speaking in the future tense, children use correct grammatical structures 'I am going' or 'I will be going'	Children will use a range of adjectives, adverbs, prepositions, verbs and nouns in line with the English curriculum (see guidance).	Children will use a range of adjectives, adverbs, prepositions, verbs and nouns in line with the English curriculum (see guidance).	Children choose words accurately to suit the material they are presenting – tier 2 and 3 vocabulary will be a feature of their communication where appropriate. A varied range of grammatical structures studied in year 5 and previously will be employed for clarity of meaning.	Children choose words accurately to suit the material they are presenting – tier 2 and 3 vocabulary will be a feature of their communication where appropriate. A varied range of grammatical structures studied in year 6 and previously will be employed for clarity of meaning.
Language for Research	Ask questions to find out more as well as appropriately responding to questions and comments from adults and most peers.	Naturally formulate questions in order to find out more about what they are learning about.	When presenting a project that they have worked on they use technical vocabulary that reflects the breadth of their experience and research. Children begin to use previously learned phrases (see continuum) to express opinions and debate.	Children naturally use previously learned key phrases and sentence stems to express opinions and debate. New and key vocabulary learned is used in the correct context and with an understanding of its definition.		
Rhythm	Respond to the rhymes and songs in the academy non-negotiable booklet at the correct pace, pitch and volume in response to an adult.	Gain the attention of a larger group of people (up to six) by singing an academy song or rhyme. Always respond with the correct pace, pitch and volume to a grown up.	Keep pace with more complex songs and rhymes whilst starting to make their own.	Keep pace with more complex songs and rhymes whilst starting to make their own.	Children understand a range of rhythmic patterns in songs and poems. Create own songs and rhymes using a range of rhythmic patterns.	Children identify and explain a range of rhythmic patterns in songs and poems. Create own songs and rhymes using a range of rhythmic patterns.
Sequence	<u>Retell and invent a range of simple stories</u> , as well as <u>orally recount past experiences</u> using descriptive language and beginning to express feelings. Five or six sentences in sequence are used with a clear beginning, middle and end being evident.	They will continue to retell and invent a range of stories, as well as orally recounting past experiences using the key words and phrases in the Talk for Writing continuums (fiction and non fiction)	When reading a story they have written, presenting a project they have worked on or performing a play they are familiar with, they begin to use intonation to convey meaning and emphasis (i.e. raised voice when reading a question, ... example).	Children invent a range a stores and recount a range of experiences using all previously learned structures of language to ensure flow in what they are saying. A clear beginning, middle and end are evident in all sequences.	Children choose appropriate structures depending on the text type, organising information and being innovate with time sequencing e.g. starting a story with a flashback, or at the ending.	Children sequence their work depending on the audience and purpose of the text, taking into account the effect they want to have on the reader/hearer.
Performance	Begin to perform in small groups, starting to consider volume and tone of their voice as well as using body language to engage their audience.	Children will begin to perform, present and debate in one-to-one situations and small groups starting to consider volume and tone of their voice as well as using eye contact and body language to engage their audience.	Sustain an adult directed role when performing or acting, responding appropriately to others in role. Use stories previously written to begin to create play scripts.	Original play scripts are created with increasing independence in response to stories written and imagined.	Children collaboratively prepare pieces of writing (including scripts, poems, stories, reports) to be performed and filmed. E.g. in green screen studio, making animations using ipads and small world.	Children collaboratively prepare pieces of writing (including scripts, poems, stories, reports) to be performed and filmed. These performances are well-practised and amended during the process of practice.

Key Vocabulary

The following words will be taught in conjunction with History/Geography teaching and learning. In KS2 children will learn the etymology of each word as a spelling aid. Children should be able spell the words and use them correctly in oral and written communication. Teachers should refer back to vocabulary learned in previous years and encourage the correct use of these words too.

Key Vocabulary													
	Year 1			Year 2		Year 3		Year 4		Year 5		Year 6	
1	Y1 Flying	Aeroplane	Y2 Food	Vegetable	Y3 Prehistoric	Environmental changes	Y4 Egyptians	Afterlife	Y5 Greeks 1	Influence	Y6 WW1	Defeat	
		Helicopter		Planted		Hunting		Mummification		Legacy		Employ	
		Bird		Harvested		Innovation		Pyramid		Myth		Merchant	
		Flying insect		Living		Predator		Monument		Territory		Munitions	
		Illusion		Non-living		Prey		Egyptology		Theatre		Propaganda	
		To fly		Moon		Resilience		Tomb		Tragedy		Surrender	
2	Y1 Safety	Safe	Y2 Clothes	Poor	Y3 Continents	Longitude	Y4 Water	Flood Plain	Y5 Greeks 2	Mathematics	Y6 WW2	Evacuate	
		Sculpture		Properties		Meridian		Gorge		Medical		Occupy	
		Danger		Waterproof		Population		Meander		Military		Oppose	
		Fair		Absorbent		Square mile		River Mouth		Oligarchy		Ration	
		Land art		Uniform		Temperate		Source		Philosophy		Reparations	
		Past		Suit		Tropical		Tributary		Politics		Scapegoat	
3	Y1 Survival	Area	Y2 Lost	Radio	Y3 UK Cities	District	Y4 Rainforest	Indigenous	Y5 Space	Gravity	Y6 Mountains	Landform	
		Difficult		Television		Greenwich Mean Time		Physical		Habitable		Recreation	
		Country		Telegraph		(GMT)		Produce		Orbit		Summit/Peak	
		Leader		Telegram		Metropolitan		Ripe		Revolve		Tectonic plates	
		City		Invent		Density		Suitable		Solar		Terrain	
		Capital City		Emergency		Region		Temperature		Spherical		Topography	
4	Y1 Kindness	Ocean	Y2 Inventions	Printing press	Y3 Migration	Diverse	Y4 Europe	Geography	Y5 Megacities	Utilities	Y6 Volcanoes	Erupt	
		Desert		Identical		Generation		Impression		Manufacture		Geothermal	
		Antarctica		Refrigerator		Citizen		Position		Financial		Mantle	
		Continent		Internet		Discrimination		Suburban		Media		Mineral	
		Discover		Network		Racism		Tourism		Mega-Significant		Pyroclastic	
		Explorer		Satellite Navigation		Slave		Urban				Vent	
5	Y1 Kindness	Ocean	Y2 Kindness	Campaign	Y3 Victorians 1	Engineer	Y4 Greeks 1	Influence	Y5 Medieval 1	Established	Y6 Civilisation 1	Demise	
		Desert		Government		Wool		Legacy		Excavate		To irrigate	
		Antarctica		Condition		Era		Leisure		Generations		Monsoon	
		Continent		Famous		Monarch		Legend		Heir		Society	
		Discover		Coronavirus		Philanthropist		Myth		Resource		Technique	
		Explorer		Lockdown		Reign		Period		Source		Urbanisation	
6	Y1 Environment	Imaginary	Y2 Journeys	Harbour	Y3 Victorians 2	Exhibition	Y4 Greeks 2	Education	Y5 Medieval 2	Gradual	Y6 Civilisation 2	Goods	
		Migrate		Sail		Expanded		Evidence		Hierarchy		International	
		Act		Yacht		Legacy		Medical		Historic		Location	
		Destroyed		Iceberg		Trade		Military		Justice		Route	
		Endangered		British		Parliament		Philosophy		Landscape		The West	
		Extinct		Record-breaking		Reform		Politics		Rural		The East	
Habitat	Bay												

Mathematics Guidance

Rationale: At Dixons Allerton Academy Primary, we understand that becoming a competent mathematician is underpinned by a number of core skills. Children must:

- Develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Enjoy maths lessons and become resilient mathematicians
- Become fluent in the fundamentals of mathematics
- Reason mathematically by following a line of enquiry
- Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication

Aims: This Mathematics guidance aims to:

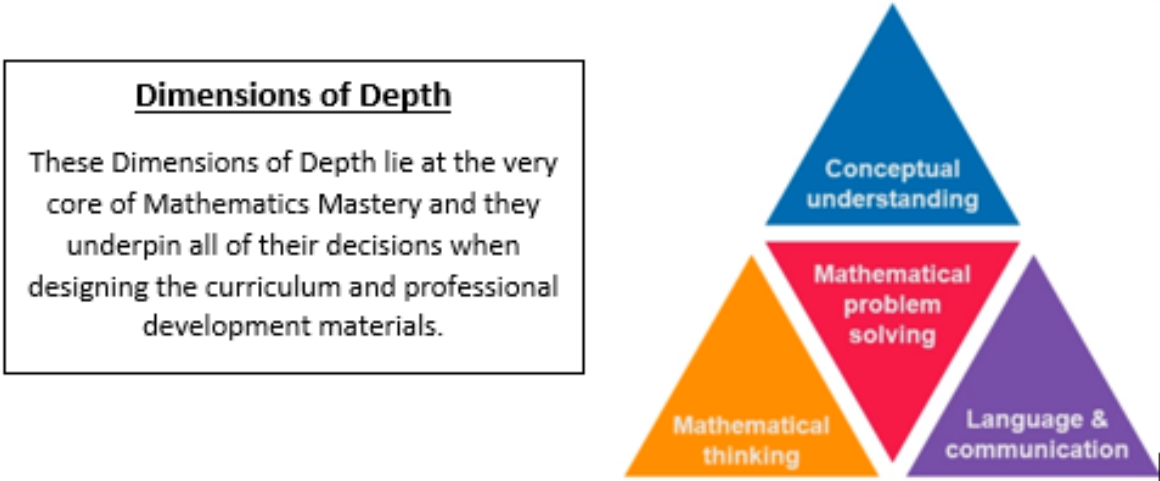
- Ensure that children are taught Mathematics using Mathematics Mastery as well as appropriate additional resources i.e. White Rose Maths / NCETM.
- Ensure that children are experience a daily Maths Meeting from 8:40-9am
- Ensure that all children are exposed to fluency, reasoning and problem-solving activities.
- Ensure that children regularly experience the use of manipulatives, both pictorial and abstract.
- Ensure that Maths provisions are engaging, relevant and resources are always accessible.
- Ensure children are taught multiplication tables in a sequence and applicable methods are used regularly.
- Ensure online platforms are used regularly and to their full capacity.

Staff Responsibilities: In order for all children develop mathematical skills in embedded and masterful ways, all staff in every year group must consider their own role. For example, staff teaching children in Nursery must consider their role in the education and development of children who will be accessing the learning in other year groups at some stage in the near future. All staff must:

- Promote a love of number and develop inspiring, exciting and creative maths lessons.
- Be familiar with the contents of each aspect of Mathematics teaching.
- Ensure that key vocabulary, working walls and reference materials are displayed to support the learning of each child in classroom.
- Thoroughly plan maths lessons, picking apart Mathematics Mastery slides and activities and adapting as and when required.

Mathematics Mastery – “For every child to enjoy and succeed in mathematics regardless of background.”

Being part of Mathematics Mastery means being committed to long-term change. This is not a scheme of work that is followed unequivocally. To meet the needs of individual classes, appropriate adaptations and changes are necessary. Mathematics Mastery provides carefully sequenced and resourced reception, KS1 and KS2 Curricula with comprehensive classroom resources. Resources that are cohesive and evidence based where topics are interweaved to embed understanding.



Programme of Study (PoS)– Mathematics Mastery provide a detailed Programme of Study for each year group. Each PoS highlights the units the need to be covered, it breaks each unit down into key objectives and finally gives a timescale for each unit i.e. Autumn term, Unit 1, Integers & Decimals (2 weeks)

Autumn	1. Integers & Decimals (2 weeks)	<ul style="list-style-type: none">• read, write, order and compare numbers up to 10 000 000 and determine the value of each digit• round any whole number to a required degree of accuracy• solve problems involving addition and subtraction• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
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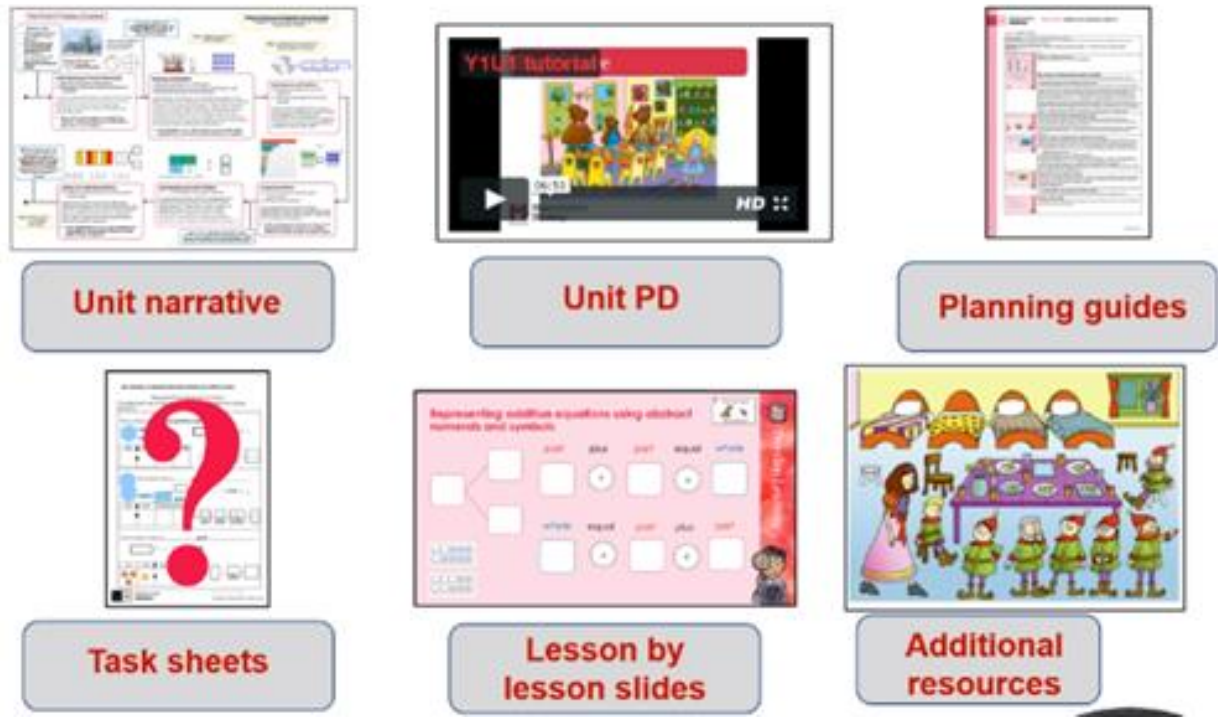
“All of Mathematics Mastery resources should be used to inform teacher planning and not used as a script.” *Mathematics Mastery*

The statement above highlights further the importance of planning maths lessons accordingly. At DAA we promote the use of additional resources regularly. Examples of additional resources are found below:

White Rose Maths <https://whiterosemaths.com/> or NCETM <https://www.ncetm.org.uk/>

Before planning a unit, it is vital to engage with the **unit narrative**, which provides an overview of the whole unit and ensures a lesson is part of a coherent and connected sequence of learning. For each unit of teaching, Mathematics Mastery also provides:

A Professional Development (PD) video which covers key points in the unit	Planning guides for each lesson	Key representations for each unit
Task sheets – which can be adapted	Lesson by lesson slides – which can be adapted	Additional resources



Daily Maths Meetings 8:40-9.

Maths Meetings are another aspect of Mathematics Mastery and are a vital part of our Maths curriculum at DAA.

The meetings are usually 15-20 minutes every day outside of the maths lesson. A maths meeting is used to consolidate key areas of mathematics in classes. Maths Meetings provide an opportunity to teach and revise 'general knowledge maths' which may not explicitly be covered during the maths lesson, and also allows the daily integration of maths into the surrounding environment.

Maths Meetings should be a positive part of our day that everyone looks forward to and pupils are fully engaged with. Singing and chanting should form an integral part of the Maths Meetings, and we recommend creating a Maths Meeting board or flipchart as a visual structure for pupils to become familiar with. The elements of maths covered in Maths Meetings should be fun and enjoyable for pupils, so it is important that pupils appreciate, learn from and relish these experiences.

Use Maths Meeting Guidance as well as the example videos to guide you further.

**Primary Basecamp – Section 10 – Maths Meeting Guidance & Maths Meeting Videos*

Fluency, Reasoning and Problem Solving

At DAA, we recognise the importance of fluency, reasoning and problem solving and we aim to ensure all pupils in all year groups are given the opportunities below:

The national curriculum for mathematics aims to ensure that **all** pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Below is a breakdown of Fluency, Reasoning and Problem-Solving style questions. All pupils should be given the opportunity to attempt all types of questions regularly, rather than just the children of higher ability.

Representing	1. Fluency	2. Reasoning		3. Problem Solving	Greater Depth Reasoning and Problem Solving
		Probing Questions	Further Extension		
i.e. teaching and practise that includes: C - concrete P - pictorial A - abstract (CPA approach) e.g. bar models, arrays See the calculation policy and the AET maths plans for ideas of representations Input of any kind should always feature appropriate representations to ensure that conceptual understanding of maths is supported – this could include whole class input, group input, 1:1 input and should not just be for younger children or lower attainers.	i.e. $5 + 3 = ?$ $5 + ? = 10$ $10 = 2 + ?$ $5 + 1 = 2 + ?$ Word problems: If there are 3 people in one car and 5 in another, how many people are there altogether?	i.e. <i>convince me...</i> <i>show me another way...</i> <i>and another...</i> <i>what's the same/different?</i>	i.e. modelling a misconception bringing two areas of maths together complex task that requires several steps	Rich and Sophisticated Tasks i.e. NRICH Open ended problems	Complex problems which: <ul style="list-style-type: none"> require reasoning at greater depth (see steps 4 and 5 of NRICH progression in reasoning*) allow children to ask and answer their own questions
	Require children to use representations as part of this work – they could be concrete or pictorial and should reflect what they have been taught by the teacher	Encourage children to use representations to help with explanations – representations should reflect what they have been taught by the teacher	Encourage children to choose to use appropriate representations	Encourage children to choose to use appropriate representations	Without prompting, children should choose to use appropriate representations to help them to visualise and solve complex problems

*NRICH progression in reasoning: <https://nrich.maths.org/11336>

Use of Manipulatives

Our aim as teachers is to develop children's understanding of mathematical concepts. We encourage children to explore their own mathematical ideas and challenge potential misconceptions. Manipulatives are a key component in the teacher's toolkit, both pictorial and abstract as they aid a child's learning and helps secure understanding. Regular and accurate modelling of manipulatives is expected. This allows the structure of the mathematics to be uncovered and hence understood more deeply by the children.

Below is an example of the manipulatives used within our school:

Counters	Dienes	Compare bears	2d & 3d shapes
Cubes	Number tracks	Lolly sticks	Clocks
Bead strings	Natural objects	Ten frame	Counting sticks
Numicon	Number lines	Plastic coins / paper notes	Bar models

There may be other manipulatives that you come across or use. This is absolutely fine so long as appropriate modelling takes place.

Maths in Provision

The phrase 'Continuous Provision' refers to the resources and areas laid out in your classroom to provoke learning through play and exploration. The resources should be freely accessible to the children in the classroom during any designated 'provision time.' The continuous provision resources you provide in each area should be engaging and relevant. This could also be as part of outdoor provision (EYFS). They should challenge and promote critical thinking and problem solving, while remaining open-ended.



Multiplication Tables

At Dixons Allerton Academy, we want every child to leave Year 4 confident and fluent with all of their times tables up to 12x12. In order to become fluent, children need to be able to quickly recall facts out of order and know the associated division fact for each multiplication fact.

Sequence for teaching

- Counting in multiples (two, four, six)- first with multiples displayed then without (for most pupils)

Ideas: Counting stick, arrays, making links between known times tables, looking for patterns in number squares, use of number line to show the difference between commutative facts e.g 5×2 and 2×5

- Counting in multiples backwards (twenty-four, twenty-two, twenty)

Ideas:

- Counting stick, arrays, making links between known times tables
- Chanting times table (One two is two, two twos are four, three twos are six)
- Chanting whilst transitioning/ lining up, songs (see below)
- Saying the facts out of order (Five times two is ten, eight times two is sixteen)
- Times Tables Rock Stars, provision games, outdoor learning- hopscotch, treasure hunt (match equation with product to find next clue),
- Recall of associated division facts (Ten divided by two is five)

Sequence for teaching each multiplication table:

- Year 2: $\times 10$, $\times 5$, $\times 2$
- Year 3: $\times 4$ (by Autumn 1), $\times 8$ (by Autumn 2), $\times 3$ (by Spring 1), $\times 6$ (by Spring 2), $\times 11$ (by Summer 1), $\times 7$ (by Summer 2)
- Year 4: $\times 7$ recap, $\times 9$, $\times 12$
- Years 5&6: To go over all multiplication tables

When to teach times tables:

- Introduce and teach new times tables as part of a maths lesson
- Daily 10 to be completed each day (5 minutes max!)
- At least one mental maths session per week (start or end of a day if not already timetabled)
- During each transition (lining up for break, lunch, washing hands, moving around the classroom, tidying up, getting coats and bags etc.)
- Weekly timed Multiplication Tables quiz

Online Platforms

Timestables Rockstars (TTRS) –

A great platform that is thoroughly enjoyed by students across KS2. It is a fun and challenging programme designed to help pupils master the times tables. To be a Times Table Rock Star you need to answer any multiplication fact up to 12×12 in less than 3 seconds! It can be used in the classroom as well as home. Through half termly, Academy wide TTRS competitions, engagement has improved significantly. Class teachers can track the progress of their classes as well as targeted children.

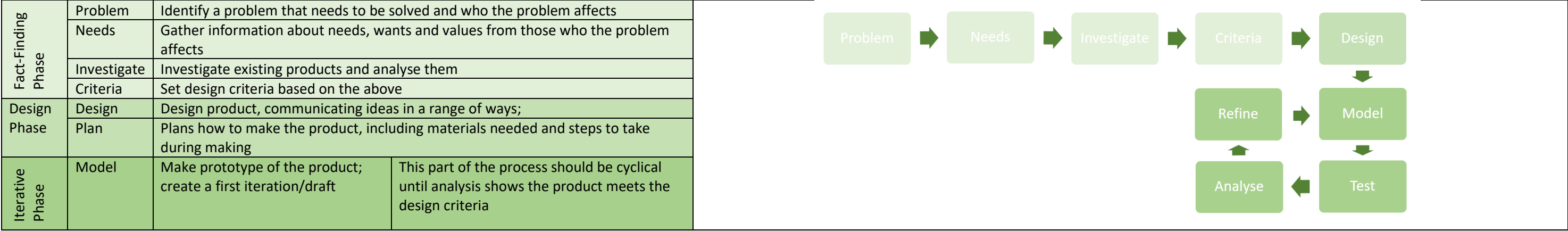
Mathletics -

Mathletics is the engaging online math program made for hybrid classrooms and home learning. Set your students fun practice and fluency activities, challenge their thinking with problem-solving and reasoning questions, and reward their learning with weekly certificates and class trophies.

Mathematics Mastery							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Unit 1: Early Mathematical experiences Unit 2: Pattern and Early Number	Unit 1: Numbers to 10 Unit 2: Addition and subtraction within 10 Unit 3: Shape and patterns	Unit 1: Number within 100 Unit 2: Addition and subtraction of 2-digit numbers Unit 3: Addition and subtraction word problems	Unit 1: Number sense and exploring calculation strategies Unit 2: Place Value Unit 3: Graphs	Unit 1: Reasoning with 4-digit numbers Unit 2: Addition and subtraction	Unit 1: Reasoning with large whole numbers Unit 2: Problem solving with integer addition and subtraction Unit 3: Line graphs and timetables	Unit 1: Integers & Decimals Unit 2: Multiplication and division
Autumn 2	Unit 3: Numbers within 6 Unit 4: Addition and subtraction within 6 Unit 5: Measures Unit 6: Shape and sorting Unit 7: Calendar and Time	Unit 4: Numbers to 20 Unit 5: Addition and subtraction within 20	Unit 4: Measures: Length Unit 5: Graphs Unit 6: Multiplication and division: 2, 5 and 10	Unit 4: Addition and subtraction Unit 5: Length and perimeter	Unit 3: Multiplication and division Unit 4: Interpreting and presenting data	Unit 4: Multiplication and division Unit 5: Perimeter and area	Unit 3: Calculation problems Unit 4: Fractions Unit 5: Missing angles and lengths
Spring 1	Unit 8: Numbers within 10 Unit 9: Addition and subtraction within 10 Unit 10: Numbers within 15	Unit 6: Time Unit 7: Exploring calculation strategies within 20 Unit 8: Numbers to 50	Unit 7: Time Unit 8: Fractions Unit 9: Addition and subtraction of 2-digit numbers (regrouping and adjusting)	Unit 6: Multiplication and division Unit 7: Deriving multiplication and division facts	Unit 5: Securing multiplication facts Unit 6: Fractions Unit 7: Time	Unit 6: Fractions and decimals Unit 7: Angles	Unit 6: Coordinates and shape Unit 7: Fractions Unit 8: Decimals and measures
Spring 2	Unit 11: Grouping and Sharing Unit 12: Numbers within 20 Unit 13: Doubling and halving	Unit 9: Addition and subtraction within 20 (comparison) Unit 10: Fractions Unit 11: Measures (1): Length and mass	Unit 10: Money Unit 11: Faces, shapes and patterns; lines and turns	Unit 8: Time Unit 9: Fractions	Unit 8: Decimals Unit 9: Area and perimeter	Unit 8: Fractions, decimals and percentages Unit 9: Transformations	Unit 9: Percentages and statistics Unit 10: Proportion problems
Summer 1	Unit 14: Shape and pattern Unit 15: Addition and subtraction within 20 Unit 16: Money	Unit 12: Numbers 50 to 100 and beyond Unit 13: Addition and subtraction (applying strategies) Unit 14: Money	Unit 12: Numbers within 1000 Unit 13: Measures: Capacity and volume Unit 14: Measures: Mass Unit 15: Exploring calculation strategies	Unit 10: Angles and Shape Unit 11: Measures	Unit 10: Solving measure and money problems Unit 11: 2-D Shape and Symmetry	Unit 10: converting units of measure Unit 11: Calculating with whole numbers and decimals	
Summer 2	Unit 17: Measures Unit 18: Depth of numbers within 20 Unit 19: Numbers beyond 20	Unit 14: Money Unit 15: Multiplication and division Unit 16: Measures (2): Capacity and volume	Unit 14: Money Unit 15: Multiplication and division Unit 16: Measures (2): Capacity and volume	Unit 11: Measures Unit 12: Securing multiplication and division Unit 13: Exploring calculation strategies and place value	Unit 11: 2-D shape and symmetry Unit 12: Position and Direction Unit 13: Reasoning with patterns and sequences Unit 14: 3D Shape	Unit 12: 2-D and 3-D shape Unit 13: volume Unit 14: Problem solving	

Creativity

The Creative Process outlined below has been developed primarily for use in DT lessons, using the iterative design process. However, this process can and should be used (and referred to) during all creative endeavours e.g. creative writing, painting, drawing, clay work etc.



Planning for and delivering the wider curriculum (History, Geography, Art and DT)

Unit Overviews should be referred to when medium term planning for History, Geography, Art and DT.

Unit overviews contain the following information:

- Overarching inquiry question/title of unit
- A brief, written overview of what the unit will cover
- Linked fiction books (and in some cases, linked non-fiction books)
- National Curriculum objectives to be covered/revisited
- Continuum objectives to be covered/revisited (art and DT only)
- Key Concepts covered/revisited by the unit
- Key Facts for children to learn by heart during the unit
- Key Vocabulary for children to learn and use (in spoken and written communication) during the unit
- Art and DT Apprentice Tasks for the unit
- Teaching sequence for Geography/History Masterclasses, including a sub-inquiry question for each step in the sequence (each step = roughly 1 week)

Art and DT tasks set out in the Unit Overviews must be taught, with all relevant continuum objectives covered.

In years 2 – 6, Art skills will be taught explicitly one half term and children will complete a teacher-directed task during this half term. The following half term children will then apply these skills more independently to their own piece of creative work.

In years 3 – 6, DT skills will be taught explicitly over two half terms. This year (2021 – 2022) children will not be expected to work as independently as they do in art during the second half term. In year 2, DT projects are more likely to last just one half term/unit.

When carrying out a DT project, children do not need to complete all parts of the creative process – the DT Creative Process continuum should guide teachers as to which parts of the process children should complete, with teachers providing the information needed to make up the rest of the process.

Apprentice Tasks are tasks that children will work on during the course of a half term/unit. They will be supported by direct teaching as well as adult guided practice. In order to complete Apprentice Tasks children should go through parts of the creative process, taking on peer and adult critique, revising their work and creating several drafts, each one an improvement on the last, until they produce a final piece of work.

In years 2 – 6, there will be one DT Apprentice Task and one Art Apprentice Task each half term/unit.

Materials for Art and DT should be made available to children at all times, however, any work produced should show that children are working at an age-appropriate level (based on Art and DT continuums) and adults should be ready to guide this if necessary, teaching relevant skills ahead of schedule if a child is showing the desire to work with those materials.

In addition to the Art and DT Apprentice Tasks, teachers should plan 1 or 2 other Apprentice Tasks based on the History/Geography objectives, with links to English and the Underpinning Aspects of Learning. Additional Apprentice Tasks should, where possible, allow children to learn more about an area of interest linked to one or more of the Key Facts.

Whilst teaching a unit of work, teachers should refer back to the overarching question, considering with the children how what they are learning is helping them to answer the question. Recording this information somewhere in the classroom is recommended.

It is an expectation that all children learn all Key Facts for each unit. Children should use a variety of retrieval practice techniques to achieve this – this could include team quizzes, playing games involving questions and answers related to the key facts, cloze procedure, songs, mnemonics and so on. Key Vocabulary should be learned in a similar way, including, in KS2, the etymology of each word. Children will be provided with a Key Fact Sheet (which also features the Key Vocabulary) before the beginning of each unit, and should be encouraged to carry out some of this learning at home.

Linked fiction and non-fiction books will be read aloud to the class. Study of the book will take place in some, but not all, reading lessons.

When teaching the History/Geography teaching sequence, teachers may select and use age-appropriate pedagogical approaches, however, since much of this learning entails learning new facts, the pedagogical approaches must be appropriate for this. The learning of the content set out in the Unit Overviews must not be left to chance i.e. by asking children to research using the internet but must be taught explicitly.

Additional resources should be sourced and used to support the teaching of the contents of the Unit Overviews – where possible these resources should be sourced from relevant associations and organisations. Teachers should first ensure that they have developed their own subject knowledge, whether procedural (e.g. how to achieve the same effects as Monet in a painting) or declarative (e.g. what the causes of WW1 were), using reputable sources of information. Subject leaders will support in sourcing relevant and useful materials for this purpose.

Key Concepts should be referred to throughout a unit. A key use of these concepts is to link current learning to prior learning. For example, when teaching the Year 4 Rainforest unit, teachers should refer to the concept of Adversity & Resilience and ask children to recall learning from their Y3 Migration unit, discussing how that concept was demonstrated and drawing comparisons across the units.

When Key Concepts are introduced or revisited, teachers should explain the meaning of the concept in an age-appropriate manner. In KS2 it may be the case that the word itself is not used, but that an age-appropriate explanation is used in its place.

The below continuums should be used to ensure that there is progression in creative subjects:

Art Skills									
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clay	Forming	Physically explores clay by pressing pieces together using hands, squeezing, pressing and pulling wet clay to change shape and observing the effects of water on the texture of the clay. Rolls a flat piece and cuts shapes using cutters and clay knives	Manipulates, bends and rolls wet clay into a ball and pinches to create raised edges Pinches, smooths and hollows using fingers	Rolls and cuts pieces to add detail Uses tools to hollow, smooth and adapt structure Uses pinching technique to create a higher raised edge with consistent thickness	Layers rolled pieces of clay Joins two pieces of wet clay by scoring surfaces and applying water or slip. They smooth over the join to seal. Understands the importance of thickness of the clay, particularly when joining and finishing. (i.e cup handles)	Uses complex templates and cuts round with a clay knife When the sculpture has dried, add surface detail to it using slip	Uses lengths of wood to roll slabs of a consistent thickness. Is beginning to fix and join slabs of clay to create a hollow 3D shape.	Create a range of organic and geometric forms, experimenting with a mixture of both forms.	Plans accurately and makes a range of forms which closely resemble the plan.
	Detail	Prints and makes patterns and textures with everyday objects (fork, shells, buttons, leaves, lacy fabrics, shells, pasta, beads)	Uses tools for mark making	Creates own patterns using clay tools and objects.		Scratches using sharp and pointed tools to add intricate patterns	Uses sharp and pointed tools to add finer lifelike/ real life detail and create texture onto sculptures (i.e. a face)	Use tools and objects creatively to sculpt extensive fine, realistic details/complex decorative patterns onto models when wet or dry.	
	Colour	Understands where clay comes from	Decorates with poster paint when dry and adds embellishments when clay is wet	Paints, embellishes when dry and uses a glaze to seal. (watered down PVA)		Applies a base coat of paint and then finer details using a range of paint types	Is beginning to use a range of painting techniques for effect.		Experiment with innovative ways of colouring models.
Painting	Paint consistency	Mixes powder paint so it is not too runny (only after using poster paint to experience painting and using colour)	Experiments and follows steps to thicken consistency by adding more powder paint	Uses watered-down powder paint to create a background wash and thicker consistencies for foregrounds	Mixes paint of the correct consistency and quantity to suit their purpose	Uses varying amounts of water with watercolour paints to change dilution and intensity of colour		Uses a variety of paint types to produce different effects inspired by an artist/artwork/movement	
	Colour	Selects poster paint colours when working	Experiments and follows steps to mix orange, purple, green (secondary colours) from red, blue and yellow (primary colours)	Experiments and follows steps to adapt hue of secondary colours by adding varying amounts of primary colours	Changes the shade of a colour by adding black, the tint by adding white and the tone of a colour by adding black and white (grey)	Uses shades, tints and tones of complementary colours in their work.	Discuss and evaluate the use and effect of colour in famous paintings	Identify colour palettes in famous paintings and develops their own and use these to create own works	Uses shades, tints and tones of analogous colours in their work
	Process	Puts painting to dry with name on	Paints a picture with a primary focus as well as other detail, including filling space where necessary	Paints background, adding foreground at later date	Has a good understanding of the order in which different parts of a painting should be painted, depending on desired outcome	Experiments and follows steps to paint with watercolour paints on both wet and dry paper	Experiments and follows steps to paint with acrylic paints on canvas board or canvas-textured paper		
	Tools and technique	Experiments and makes meaningful marks (horizontal, vertical and circular movements) with everyday objects and thick brushes	Experiments with thick and thin brushes, sponges and rollers and describes the marks that they make	Knows to use thin brushes to add detail to parts of the picture and a thicker brush for a background	Chooses from a range of brushes and tools for a specific purpose, considering the effect they want for different parts of their work	Selects appropriate brushes of different size to apply paint in various ways	Uses brush techniques to apply acrylic paints in layers to create texture	Works into and onto painting whilst both wet and dry, spending time building layers and depth.	
	Other	Select collage pieces to stick onto wet paint or using by using glue	Prints with everyday objects to create images and patterns			Uses tools to create foam board printing blocks and prints with inks.			Uses lino cutting tools to create lino printing blocks and prints with inks.
Drawing and sketching	Observational drawing	Makes marks on paper and experiments with mark making as a form of observational drawing.	Creates drawings which represent familiar objects and which are recognisable as the objects they are intended to represent	Creates observational drawings on a single baseline which show an understanding of proportion	Creates observational drawings which show proportion using multiple baselines	Creates observational drawings focusing on details of an object rather than the object as a whole, drawing what is seen rather than what is imagined	Draws familiar things from different viewpoints demonstrating an awareness of perspective	Draws 3D rectilinear forms using one- and two-point perspective	Focuses on details of an object rather than the object as a whole
	Lines and Shading	Draws lines and different shapes with a variety of implements. Experiments with different ways of using mark making implements (i.e. dotting, making lines, blocking)	Lines are defined when drawing.	Experiments with applying different amounts of pressure to make darker and lighter marks Shows pattern and texture by adding dots, lines and other features.	Uses a range of drawing tools knowing softer= darker and harder = lighter Uses hatching to show simple pattern, tone and texture.	Varies the strength of line used based on what they see Uses scumbling to show pattern, tone and texture.	Shades to give an impression that objects are 3D and to represent shadows Uses cross hatching or pointillism to show pattern, tone and texture.	Uses contour hatching, contour cross-hatching and contour shading Understands how light affects what we see and reflects this in drawings	Draws with audience in mind so that drawings convey or evoke emotion Uses dark and light to emphasise and convey meaning
	Processes	Presses on hard enough for lines to be seen				Uses light pressure when sketching so amendments can be made	Draws confidently knowing that mistakes can be worked on without rubbing out.	Makes a number of sketches of the same objects on the same page of their sketchbook	Uses mathematical equipment (eg compasses, protractors) to create geometric drawings
	Human figure			Follows steps to draw a range of objects (eg animals)	Follows steps to draw a proportionally-correct human face		Follows steps to draw a proportionally-correct human figure (face-on, in profile and in action poses)		Creates observational drawings of the human figure in different poses

DT Skills									
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wood		Assembles different shaped and sized pieces of wood to create simple structures, fixing permanently using PVA glue	Hammers a nail into a secured block of wood (tree trunk, hammer board), holding a nail with a finger and thumb. They bang gently whilst holding the nail upright	Joins two pieces of wood (soft then hard) together using a screw and a screwdriver	Uses PVA glue as a temporary hold, before strengthening with a nail or screw	Makes a rectangular frame using a hot glue gun and cardboard triangles to strengthen joints; uses this frame as a basis for more complex designs	Drills to fasten two pieces of wood together (a hole through the first piece and a smaller hole in the second piece)	Measures materials accurately so that both inside and outside dimensions of intended outcome are accounted for.	Selects drill bits to drill pilot holes and countersink holes accurately when using screws
		Uses PVA glue to fix embellishments to their model or structure	Nails embellishments to a piece of wood using a hammer, wearing goggles to do this	Uses a vice to hold a piece of wood in place whilst affixing another piece with a nail or screw	Uses a saw ensuring that the correct back and forth motion is used	Measures required lengths of materials with accuracy, using a cm ruler	With support, can refer to plans and cut wood at the desired 45 or 90 angles using a mitre box.	Uses a file to smooth any rough edges	Uses a coping saw to create interior cut-outs.
		Understands where wood comes from	Explores nuts, bolts and washers to develop twisting and turning movement	Uses string to join two pieces of wood/sticks	Uses a centre punch to make a pilot hole. When drilling, always applies suitable pressure and speed to drill continuously.	Fixes wheels to their model using dowel and card axel supports.	Selects appropriate fastening methods, deciding between nails, screws, nuts and bolts, PVA glue, hot glue	Understands and uses mechanical systems in products	Applies understanding of computing to program, monitor and control products Understands and uses electrical systems in products
Textiles		Uses PVA glue to create collages with a variety of textiles	Weaves with a range of paper and fabrics	Uses running stitch to join fabrics, beginning with fabrics with pre-made holes and binka		Uses back stitch to join fabrics and ties off at the end		Sews on hand-cut fabric details (applique) before assembling main pieces	
			Practises running stitch using lacing cards/other holed items	Threads a needle		Adds buttons, beads and sequins to their work		Pins pattern pieces back-to-back and sews fabric together before turning inside out to hide the stitching	
			Cuts fabric shapes freehand	Draws round a template onto fabric and cuts out the shapes		Creates own templates/pattern pieces		Uses blanket stitch to join pieces of fabric	
Food		Tries and talks about different foods using vocabulary to describe taste, smell, texture and feel		Understand that all food comes from plants or animals and that food has to be grown, reared or caught		Understands that food different foods come from different parts of the world.		Understands that seasons affect the food available	
		Partakes in imaginative play involving food preparation, serving and eating		Follows a simple recipe using pre-measured ingredients		Prepares and cooks a variety of predominantly savoury dishes safely and hygienically		Understands how food is processed into ingredients that can be eaten or used in cooking	
		Talks about the food that they eat and like		Names and sorts foods into the five groups		Measures out ingredients when following a recipe		Writes own recipes based on existing recipes	
		Makes representations of food out of craft materials		Cuts, peels and grates food items		Mixes, kneads and bakes		Uses oven and hob controls according to recipes	
								Thinks about presentation when serving food	
Card and Paper		Uses a piece of cardboard as a base board to add embellishments	Chooses between PVA, glue stick or tape for joining different parts of a model	Cuts tape to an appropriate length and uses a single piece for a single join	Uses different kinds of tape, considering the purpose of each and explaining their choices.	Strengthens, stiffens and reinforces increasingly complex structures		Combines card/paper skills when creating products with wood and textiles	
		Uses and carries scissors safely	Puts tape onto the edge of the table before cutting	Uses double-sided tape, hole punch, split pins and treasury tags to join pieces	Turns boxes inside out and reassembles with masking tape	Uses a ruler to measure the materials needed for a particular purpose	Uses card, paper, fabric and string to make and bind books and journals	Creates a variety of folding books using different bookmaking techniques	
		Uses a glue spreader to apply PVA glue	Makes models which represent specific objects	Uses paint or paper to cover a box before starting to make their model	Uses velcro, a stapler and a glue gun to join pieces	Uses slot, hinge, L-brace or flange joints to join two pieces of cardboard	Tests different ways of joining for a purpose, then chooses the most appropriate	Adapts a variety resources to create moving parts	
		Uses masking tape, PVA glue and a glue stick to stick things together	Combines boxes using different tapes and understands masking tape can be painted/ drawn onto	Adapts a variety resources to suit a purpose e.g. paper clips, pipe cleaners, lollipop sticks	Bends and scores thin card to create hinges e.g. for windows/doors	Uses a ready-made 2D net with tabs to make a 3D box	Creates their own 2D net with tabs to make a 3D box		Uses ready-made 2D nets, then creates their own, to make 3D shapes
Creative Process	Presenting Designs	Uses simple language and vocabulary to talk about what they want to do (D/P)	Creates with increasing purpose talking about what they are doing (M)	Draws a picture showing what they intend to make, giving verbal explanations of their design (D)	Writes about their design (D)	Generates, develops, models and communicates their ideas through discussion, annotated sketches and prototypes (D)	Generates, develops, models and communicates their ideas through cross-sectional and exploded diagrams (D)	Generates, develops, models and communicates their ideas through pattern pieces (D)	Generates, develops, models and communicates their ideas through computer-aided design (D)
		Uses simple language and vocabulary to talk about what they have done (M/A)	Whilst making, talks about how they are doing it (A)	Children say how they are going to make their model before making it (D)	Considers the purpose and appeal to the user when designing (N)	Creates drawings which identify all necessary dimensions and works from these drawings (D)	Carries out research into existing products and evaluates them (I)	Identifies a problem that needs solving (P)	
			Uses the '2 stars and a wish' structure to evaluate their model (A)	Whilst making, children can decide, change and adapt methods used to be successful (M/T/A/R)	Creates a pictorial sequence of actions to follow when making (PI)	Develops written step by step plans (PI)	Gathers information about the needs of the user (N)	Plans suitable tests for their product before making it (T)	
				Talks about the choices that they have made and how they have edited their ways of working (A)	Evaluates product against their initial ideas and design, considering the views of others to improve their work. (A)	Evaluate their ideas and products against design criteria and creates another draft/iteration (A/R)	Writes own design criteria based on information they have gathered (C)	Makes prototypes and several iterations of a design, making changes to each iteration (M/R)	

Blocks				
	Nursery	Reception	Year 1	Year 2
Manipulating and Understanding Shape and Space	Can match and order the blocks to a template or the same size/ length block when tidying with support.	Can independently match the blocks to a template or photo or to a block of the same size/ length when tidying.	Can store, classify and arrange blocks thinking carefully about the relationship between shapes.	Can store, classify and arrange blocks using mathematical language to talk about the relationship between shapes.
	Can work horizontally, begin to stack blocks vertically and form a space between two blocks placing a block to span the space (bridging).	Can work vertically and create more than one level built on a solid foundation as well as making some bridges and arches.	Beginning to work on multiple levels thinking carefully about the length, height and weight of the blocks when balancing.	Can confidently work on multiple levels thinking carefully about the length, height and weight of the blocks when balancing.
	Children carry, move, touch, hold, pile, knock down and feel the blocks in order to explore properties.	Can create enclosures children begin to understand the meaning of inside, outside, perimeter and boundaries (link to small world and classifying properties within).	Through returning to structures over a period of time, children demonstrate a deep understanding of the relationship between different shapes and their relative sizes, lengths and widths.	Children create complex block structures that demonstrate their deep understanding of shape, space, balance and position.
	Can often repeat a pattern over and over.	Can experiment with symmetry and patterns and its relationship to balancing.	Can return to models over a period of time creating structures which demonstrate their deeper understanding of the relationship between symmetry and balance.	Can plan ahead using symmetry and pattern when thinking about balance.
	Can explore the properties and characteristics of blocks by arranging.	Can measure, lengths, widths, heights and depths (if only by eye or non-standard measurements).	Can talk about simple relationships between the different blocks (i.e. a long block is the same as four short blocks) and plan to use with this concept in mind.	Children refer to the relative sizes and lengths of blocks when constructing in order to make informed choices about which block to use.
		Can compare surface, volume and area using simple mathematical language.		
Representations, Planning, Evaluating and Modifying	Can form a combination of stacks and rows.	Make a range of structures experimenting with shapes, sizes and lengths.	Make a scaffold to test whether the basic structure works before adding more intricate detail.	
	Demonstrate an understanding of when their intentions have been successful or not (i.e. the model falling down)	Experimenting with changes when one way of constructing does not work.	Demonstrates an understanding of previous mistakes made and talks about these when re-constructing or planning (i.e. I will put this here because last time...)	
	Demonstrate an understanding of when their intentions have been successful or not (i.e. the model falling down)	Begin to talk about why their intentions have been successful or not and how they will make simple changes.	Talk confidently about why their intentions have been successful or not and how they will make changes.	

Small World							
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5/6
Creating with imagination and purpose.	Children engage with small world scenarios set up by adults, sometimes on their own, in parallel or with others.	Children set up their own simple small world scenarios using foliage and other props as well as figures and animals e.g. in sand, water and blocks.	Children set up their own small world scenarios including single or multiple story scenes which they photograph and use as illustrations for factual or fictional writing.	Children use small world scenes with beginning, middle, problem endings. They create a book with photos and text.	Children adapt small world figures and create their own scenes according to their own text/ instructions. They employ master class skills i.e. woodwork, box modelling and art to support their work.		
	Children choose to play with small world resources in sand, water or blocks.	Children engage with enhanced small world for the stated purpose after it has been carefully and explicitly introduced.	Children are encouraged to engage with focussed or self-initiated reading and writing activities following on from small world play.	Children engage with focussed or self-initiated reading or writing activities and other forms of presenting their small world such as trays and show boxes.	Children engage with animations programmes to create cartoons.		
Using language and models of speech	Children act out simple narrative with small world based on their own experience and interests. Simple language and voice sounds will be used.	Children act out simple narratives (some of which will be from familiar texts) using basic structures of storytelling.	Children create scenes for original narratives and familiar stories. When orally retelling these stories, children use basic structures of storytelling to sequence and describe.	Children create scenes for original narratives which have five parts and use more complex vocabulary to sequence and describe.	Children’s small world creations enable them to demonstrate the more advanced features of storytelling such as long sentences to add description or information and short sentences for emphasis and making key points.	Children will record and capture their small world creations using skills and techniques with the English planning grid and guidance. Small world collections will enable children to recreate events from their core texts, as well as create their own fiction and non-fiction from imagination and experience.	Small world will be co-created with children’s own models and will be recorded and captured using digital technology in order to produce short animated films. These films will both inspire and be inspired by English/book-based topic.
	Children play with small world scenarios set up as part of topic provision using basic language and some key vocabulary accurately.	Children use simple factual sentences to demonstrate their knowledge of small word collections.	Children create simple non-fiction texts to present their knowledge and understanding of topics and small world collections		After engaging with small world collections, children arrange their non-fiction texts into paragraphs in order to articulate their deep knowledge of topics.		
	Children can name small world animals and other simple small world props linked to their emerging knowledge of the world	Children begin to access non-fiction texts with adult support to extend their knowledge and widen their vocabulary of small world collections	Children gain further knowledge about small world collections from non-fiction texts that they access. Vocabulary is used accurately to name and describe.				
	Children engage with and describe different habitats as set up by adults i.e. desert, woodland, polar region.						

Small Construction- Technology												
	Nursery		Reception		Year 1		Year 2		Year 3/4		Year 5/6	
Fixing and joining as well as using moving parts	Joins a range of construction pieces of the same set together to make a simple structure.		Makes a range of structures using construction pieces of the same set experimenting with shapes, sizes and lengths.		Continue to experiment by making structures with more intricate construction sets		Investigate powered machines with a motor and understand how a motor can be attached in order to power and move a structure.		Use a motor in own construction, knowing how to connect parts to create movement.		Use a motor to power models which recreate existing machines and mechanisms from everyday life.	
	Presses and squeezes construction pieces of the same set into place with two hands.		Uses finger control to press, squeeze and separate smaller construction pieces		Explore basic mechanical principles such as wheels, leavers and pulleys.		Create a structure where pieces including connectors, fixings, gears, wheels, axels, levers and pulleys are placed in order to work together.		Explore gearing mechanisms with assorted gear wheels.		Experiments with transferring power i.e. from one direction to another, from one kind of motion to another in order to solve problems.	
	Experiment with simple connectors and fixings.		Choose a connector and fixing to join pieces together (including wheels).		Choose a connector or fixing for a particular purpose based on an idea (including wheels).							
Planning, Designing and Expression	Talk about what they have made after the structure is complete.		Talk about the process of constructing when asked (i.e. I'm putting these pieces together) *This may sometimes include talking about what they are making.		Talk about the process of constructing with an increasing focus on how individual parts are connected and interlink.		Talk about the process of constructing and then how powered machines can add to the mechanism		Children can follow the pictorial instructions to create simple machines with specific components. (gears, motors, pulleys)		Use a brief to design working models.	
	Answer simple questions about what they have made and why											
	Make structures that represent deeply familiar things and things that they are deeply interested in (i.e. fire engine, houses).		Make structures that represent ideas that they have become familiar with more recently or have developed an interest in.		Make structures in response to a learning challenge as well as continuing to create structures that represent original ideas and individual expression.		Make structures that are tested against other comparable ones (Friction, distance, time, speed).		Develop an understanding of fair testing when constructing in order to support scientific enquiry (Friction, distance, time, speed).		Adapt models made following instructions in order to change the purpose/function.	
	Sort and arrange pieces that they want and do not want to use by moving or selecting them		Talks about why they have or have not used a particular piece when asked.				With support, is able to follow a simple set of instructions to create a model.		Independently follows booklet instructions to create a simple machine or model.		Use models to engage in varying forms of scientific enquiry e.g. observing over time, drawing conclusions from patterns.	
	Use what they made in their imaginative play		Explain the choice and placement of construction pieces by referring to features of the structure they have made		Have a clear reason for choosing particular construction pieces and articulate this when asked		Have a clear reason for choosing particular construction pieces (including motors and mechanised parts) with particular reference to scientific enquiry (Friction, distance, time, speed)		Develop understanding of forces and unbalanced by following instructions to create models and machines.		Models simple scientific concepts such as how levers work, how the sun, moon and earth orbit etc.	
	Using books and images to support ideas forming with adult prompting.		Suggest using books, images or hand held devices for inspiration when needed.		Independently access non-fiction texts to support ideas forming and inspiration		With support, access instruction manuals to enable them to make a powered structure with a motor.		Children can follow the pictorial instructions to create simple machines with specific components. (gears, motors, pulleys)		Independently follow booklet instructions to create more complex machines, including those with sensor controls.	
Evaluating and Modifying	Ask to save the structure when it is complete.		Save the structure for it to be used as an exemplar to others.		Can return to models over a period of time demonstrating a higher skill level with regards to fixing pieces and using connectors		Describe the outcome of a model that has one or more moving parts and then suggest an improvement.		Locate and identify the moving part of the model and describe how it works.		Create models to show how specific parts of machines work, back this up with explanations.	
	Persevere with a construction set when the pieces don't connect first time		Sustain concentration and persevere for a short time in order to make their idea a reality.		Add more intricate detail after the original structure has been made.		Evaluate their model against the WAGOLL in the instruction manual.		Evaluate their model against the WAGOLL in the instruction manual.		Evaluate and adapt models based on a design brief.	
	Is able to choose to return to add more pieces after they have indicated that it is finished				Continually return to a structure in order to continue editing it. Modifications can be as a result of feedback from a peer or adult.		Refer to past experience when suggesting modifications (i.e. 'I remember that last time I ...')					
Adults will provide:	First: Duplo Mobilo Train Track	Then: Lego	First: Duplo Lego Mobilo	Train Track Then: Kidstruktor	First: Lego Mobilo Brio	Kidstruktor Then: Knex	First: Lego Knex Polydron	Then: Lego Simple Machines	First: Lego Lego Simple Machines Lego Simple and Powered	Then: K'Nex Simple Machines K'Nex Levers and Pulleys	First: Lego Technic K'Nex	Then: Lego Boost Meccano

Gardening					
Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Can use two and one handed tools to dig in the mud talking about the effect of their work (spades and trowels – making a hole).	Can safely use a spade to dig pushing down on the spade with their foot and transferring the soil to another pile or container.	With support, can maintain the potting shed by ensuring that tools, pots and packets are safely stored.	Can maintain the potting shed by storing everything safely and replenishing labels when needed.	Can maintain the gardening area by regularly turning the soil in the planters, storing equipment safely and replenishing labels etc.	Can maintain the gardening area by regularly weeding, pruning and treating the gardens with pesticides.
	Can safely use a trowel with one hand to transfer soil from one container to another				
	Can safely use the fork by pushing down on the fork with one foot and turning the soil in the ground/ bed				
Can use plants and leaves to enhance their mud play. They will use petals, stems, flower heads and leaves when making mud pies.	Can identify that a plant will need sun and water to grow and begin to talk about why.	Children talk about a plant needing water and that rain is water. They also talk about the need to water plants when it is dry.	Understand that certain vegetables, fruits and plants must be grown inside the potting shed (i.e. because it is dryer and warmer)	Suggest which plants and vegetables will need to be grown inside the greenhouse and say why.	Plan a planting and harvest cycle so that there are plants continuously growing in our gardens throughout the year.
		Children talk about a plant needing sun light and that sun light comes from the sun.			
With close support can plant a seed or bean in the soil. Can describe the process of a plant growing , rain falling and sun shining by using simple words, statements or actions.	Can plant a seed or bean in the soil and talk about what will happen when it will grow.	Can plant a bean or seed with an end in mind (i.e. to grow flowers that are pretty/ to make pumpkin soup).	Can harvest vegetables that have grown and then peel and chop them with support. With support they use these in a recipe that they have read.	Can suggest a recipe to be followed for making an original dish using fruits and vegetables that they have grown.	Can create their own recipe using the produce they have grown using the planting and harvest cycle plan.
		Can keep a simple record of how plant has grown over time and comment on what factors they have noticed.	Can keep a record where they compare the growth of two different sorts of plants.		
Naturally asks questions of adults and peers when digging or planting.	Can identify the flowers and leaves on plants.	Can identify leaves, stalks, roots, bulbs, blossom, branches, trunks and flowers on plants that have grown outdoors using magnifying glasses to comment on the details of these features.	Can talk about germination from seeds including food stored within the seed and make simple observations when ‘sprouting’ begins.	Can talk about the functions of parts of plants in the outdoor area (i.e. trunks for trees, roots, etc.)	Can talk about the life process and plant reproduction cycle.
Begins to understand that when a plant or flower has been pulled up, that it is dead and will not continue to grow	Can talk about their observations of a flower or plant that has decayed about being picked.	Can talk about what will happen to a flower or plant if it is picked – i.e. what it will look like and comments on how the changes of seasons affect plants (i.e. leaves falling from trees).	Can set up a comparative test where children look at factors such as light or dark that help plants to grow and live.	Can set and write up their findings about a comparative test where children look factors such as light or dark that help plants to grow and live.	Investigate how variables impact the speed of growth in plants (variables may include but not limited to: temperature, watering, photosynthesis)
Shows care and concern for living plants and flowers.	Talks about the importance of taking care for plants and flowers.	Children actively care for flowers and plants in their environment by watering them and safeguarding them against younger children damaging them.	Children make posters for younger children about the importance of caring for plants and talk about why.		
		Can compare the features of different plants and flowers.			

Geography

KS1

When learning about a new place (for example, during non-geography-based units, such as history-based units) always ask and answer these questions:

COWWS:

- **CONTINENT** – Which continent is it in?
- **OCEANS AND SEAS** – Which oceans or seas are nearby?
- **WEATHER** – What is the weather like there? Is it hot or cold there? Is it near the equator or the poles?
- **WHO AND WHAT** – Who (people) and what (animals and plants) live there?
- **SEE** – What would we see there? What is natural? What has been made by humans?

When learning about a new place (for example, during non-geography-based units, such as history-based units) always carry out these actions:

- 1st: Locate it on a map of the county/region it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)
- 2nd: Locate it on a map of the country it is in (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)3rd: Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location)
- Locate it on a globe (and show and discuss, using simple compass directions and locational language, where it is in relation to: other places previously studied; our country; our location)
- Locate it on a plan perspective or on aerial photographs
- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country)

KS2

When learning about a new place (for example, during non-geography-based units, such as history-based units) always ask and answer these questions:

General questions to ask about location:

HOTCLUB:

- **HEMISPHERE** - Which hemisphere(s) is it in?
- **OTHER PLACES** - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?
- **TIMEZONE** - Which timezone(s) is it in?
- **CLIMATE** - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)
- **LATITUDE** - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?
- **US** - Where is it in relation to our village/town/city/county/country?
- **BODIES OF WATER** - Which bodies of water are nearby?

Questions to ask about the location...

- ...Of a continent: Which countries are in this continent?
- ...Of a country: What is the capital city? Which major cities are in this country? Which other countries are nearby?
- ...Of a city/town/village: Which country is it in?_Which continent is it in?_Which other cities/towns/villages are nearby?_Which county/region is it located in?_What is its grid reference?_What are its origins?

General questions to ask about any continent/country/city etc:

Human Geography

Who lives there? Which major landmarks are found here? What human-made features are found here? How was the land used here now and in the past? What types of settlement are found here? What kinds of economic activity happen here? Which natural resources can be found here? What is

its population? (If studying a country) What do they export and where do they export it to? (If studying a country) What do they import and where do they import it from?

Physical Geography

Which (terrestrial) biomes are found here? (Rain Forest/Deciduous Forest/Desert/Temperate Grassland/Tropical Grassland/ Taiga/Tundra) What lives there? What is the elevation like? Which major rivers and valleys are found here? Which major mountains are found here? Which natural disasters are known to happen here?

Additional, non-essential questions to ask (a non-exhaustive list):

What is the place famous for? What kind of food is eaten there? Which religions are followed there? Which famous people are from there? What are houses and buildings like there? What happened there in the past? Which sports are played there? What is it like to live there?

When learning about a new place (for example, during non-geography-based units, such as history-based units) always carry out these actions:

- 1st: Locate it on a map of the county/region it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- 2nd: Locate it on a map of the country it is in (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- 3rd: Locate it on a map of the world (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- Use computer mapping (e.g. google maps) to zoom in to and out of the place, discussing location in relation to other known places
- Locate it on a political map (and look at nearby countries and borders)
- Locate it on a physical/topographic map (and look at elevation, mountains, rivers, bodies of water)
- Locate it on a climate map (and look at the colours used to show different climatic areas)
- Locate it on a map with a satellite image overlay
- Locate it on a globe (and show where it is in relation to: other places previously studied; our country; our location; lines of latitude; hemispheres)
- Locate it on an Ordnance Survey map (and identify its grid reference and use symbols to locate local features)
- Show images of the place (avoid only showing stereotypical images, especially when studying a whole continent or country)

History

Whenever a new historical period or event is studied, ask these questions over the course of a unit:

- **Characteristics:** What were people’s lives like during this historical period? What was/were society/culture/economy/military/religion/politics like during this historical period? What else do I want/need to know about this historical period?
- **Historical Links:** How has this historical period influenced other historical periods? How have other historical periods influenced this historical period? How does this period/event compare to other historical periods/events (that have already been studied)?
- **Evidence:** What is the evidence for this historical event?
- **Significance:** What is significant about this historical event or period? What were the main achievements of this historical period? What were the follies of mankind in this historical period?
- **Timeline:** When did this event occur? How long did this period last? What came before and after this historical period?
- **Elsewhere:** What was going on elsewhere in the world during this historical period?
- **Response:** What do I think about this historical event? What do others (past and present) think about this historical event?

Underpinning Aspects of Learning

The underpinning aspects of learning are the key skills children must learn in each year group (or at each developmental stage if children are not working within year group expectations) to enable them to become great learners and happy, confident and successful people. The dispositions to learning are linked with the school values so should be talked about in weekly celebration assemblies and should be referred to when giving out weekly certificates rewarding excellent behaviour.

Underpinning aspects of learning should be unpicked and discussed at the start of the year in classes. They should be discussed and referred to continuously to help remind children of the behaviours expected of them. Children displaying examples of excellent (not just expected) age-appropriate underpinning aspects of learning will be regarded in the class reward system. This is a way of exemplifying and rewarding positive behaviour leading to excellent learning, as opposed to rewarding the outcome of the learning. The purpose of the reward system is to embed and acknowledge great behaviour and attitudes to learning, as well as encouraging children to work together towards a collective goal.

			Underpinning Aspects of Learning					
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dispositions to Learning (DL)	Happiness	Happiness	Children can identify what makes them feel happy at school and home.	Children can identify what makes them feel happy at school and home, describing what made the experience joyful.	Children identify when they are not feeling happy and seek strategies and support from adults. Children talk about how the experience of learning is a joyful one.	Children identify when they are not feeling happy and develop strategies, recognising that talking with peers and adults is important. Children find joy in the processes of creating and the outcomes and can express this.	Children identify that they have a range of emotions and that there are external factors which affect how they feel, recognising that dealing with feelings is not an independent task. Children talk about how learning is more exciting the more effort that is put in.	Children understand that experiencing a range of emotions is necessary for happiness. Children demonstrate appropriate responses to a range of emotions, with adult and peer support.
		Success and Pride	As a class, children celebrate their own and others' achievements.	Led by an adult, children respond to specific personal praise with pride and celebrate their peers' successes with pride.	Children celebrate their own and others' achievements independently.	Independently, children offer personal praise to their peers, explaining how they are proud of what their peers have achieved.	Children celebrate successes with pride at the same time as acknowledging that there are next steps which will lead to improvements.	Children refer to specific past successes to motivate themselves towards further success and they guide their peers in doing the same.
	Industry	Resilience	Children respond to feedback quickly and effectively across the curriculum. They can talk about what they have changed.	With support, children begin to identify 'Brilliant Blue' and 'Green for Growth' in their own work. Pre-determined success criteria is referenced with support. Children refine their work talking about 'mistakes being learning's friend'.	Adults provide a success criteria and children can reflect on their own work by identifying a 'Brilliant Blue' and 'Green for Growth'. With adult support, children plan how they will make revisions talking about 'mistakes being learning's friend'.	Using their own success criteria, children analyse their own work by identifying a 'Brilliant Blue' and 'Green for Growth'. After making independent revisions, children talk about the process of analysing and how their work has improved.	Children take into account learning from other areas of the curriculum when analysing and refining their work. They present their work confidently to others, identifying where they exercised resilience.	Children write and talk about how their methods of working demonstrate resilience. Children will demonstrate resilience when facing problems.
		Collaboration	Children complete a group task which is adult or self-chosen. This group do not need directing other than to explain the learning outcome. Children resolve conflict and organise themselves with little support. Group size: 3-4	Children complete a group task which is adult or self-chosen. This group do not need directing other than to explain the learning outcome. Children resolve conflict and organise themselves with little support. Group size: 5-6	With support, groups plan out how to achieve the desired outcome. Working to an adult-provided success criteria is devised, roles are allocated. Conflict is resolved without adult support.	Groups plan out how to achieve the desired outcome. Success criteria is devised and roles are allocated. Self-regulation is evident as children naturally resolve conflict using compromise.	Children make good choices about who to work with and when collaborative work suits the task. Children choose appropriate times and places to suit the task. Group members have equal input.	Children move fluidly between working collaboratively in appropriate group sizes and working alone. Collaboration is used for a range of different purposes e.g. peer critique, producing a piece of high quality shared work.
		Purpose	With adult guidance, children remain focused on a task to achieve a goal. During play-based tasks they remain focused more independently.	Children respond to adult guidance, talking about good choices they have made in order to achieve a goal.	Children demonstrate a sense of purpose, characterised by the choices they make throughout the school day.	Children talk about what they are doing, and the choices they have made, and how this is helping them to work towards their goal.	Children use techniques which help them to concentrate on their work. They talk about how a good attitude to learning has a positive impact on themselves and those around them.	Children articulate their purpose linked to their short term and long term goals. They clearly explain how their actions are linked to their purpose and self-evaluate to make sure that they are being purposeful in their work.
	Responsibility	(Self-Motivation, Self-Management & Resourcefulness)	Children talk about their original ideas and gather resources, completing the task to a standard that they are happy with. They may need regular reminding and prompting to return to the project.	Children ensure that their original idea becomes a reality, completing it over a period of time. Children return to the project without much prompting. Feedback is given by adults.	Children ensure that their original idea becomes a reality, completing it over a period of time. They are able to talk about the skills they have used, what they have learned and what they have changed.	With support, children plan success criteria for their original idea. As they return to the project they begin to analyse it against the success criteria.	Children work independently with perseverance and determination following the editing and revision process, overcoming setbacks by drafting before creating a high quality final piece.	Children manage time and resources carefully in order to work simultaneously on a number of projects, ensuring that they are editing, revising, overcoming setbacks by drafting before creating a high quality final piece.
		Community	Children follow adult direction about how they interact with others in their class and school community.	Following adult modelling, children begin to demonstrate collective responsibility e.g. advising others about good choices, tidying mess they didn't make)	Children demonstrate collective responsibility more independently so that a positive impact is seen in the class community.	Children will be able to talk about their school community positively and begin to talk about their role in this community including what they add to it.	Children take responsibility for their actions in relation to their own work and in the way that they interact with others. They demonstrate integrity when given responsibility and outcomes are of a high standard as a result.	Children take into consideration the viewpoints (known and unknown) of others and act with empathy when interacting in the school community.

Health, Well Being and Esteem (HWBE)	Healthy Lifestyle	Children access at least 45 minutes of outdoor learning every day. They talk about why active, outdoor learning is good for them and demonstrate a positive attitude to eating a healthy meal at family dining. They rarely need support to at least try everything on their plate.	Children access at least 45 minutes of outdoor learning every day and are positive about learning outdoors. They demonstrate a positive attitude to eating a healthy meal at family dining and talk about a healthy diet in school.	Children access at least 30 minutes of outdoor learning at least every other day. They begin to support other children to make healthy choices at lunchtime including encouraging children to try food that they are unsure of.	Children access at least 30 minutes of outdoor learning at least every other day. Children act as 'lunchtime buddies' for younger children. They naturally talk about healthy choices whilst encouraging reluctant children.	Children access at least 30 minutes of outdoor learning at least every other day. They naturally talk about healthy choices whilst encouraging reluctant children. Children lead a range of play activities in the playground.	Children access at least 30 minutes of outdoor learning at least every other day. They naturally talk about healthy choices whilst encouraging reluctant children. Children lead a range of play activities in the playground.
	Identity/ Aspiration	Confidently talk about their family and where they live and come from. They begin to talk generally about their hopes and dreams.	Children talk about their aspirations for the future. This may be short term aspirations or life aspirations. With support, they talk about how they will achieve them.	Children speak about those who have inspired them. These may be people known to them or famous people. With support, they talk about how they achieved their goals	Children continue to have short term and long term aspirations. These may change from time to time. Children speak about how they intend to achieve their aspiration.	Children understand how long term goals can be achieved by working towards a number of short term goals. Children make choices relating to their goals and can articulate how their actions contribute to their success.	Children reflect on times when they have achieved goals and can verbalise the actions they took in order to achieve them. They confidently use such past experiences to work towards new goals.
	Self-Awareness/ Reflection	Able to talk about themselves in positive ways referring to their strengths and their likes.	Children extend the positive ways in which they talk about themselves by referring to their 'expertise'. They talk about their area of 'expertise' and with support can share it with others.	Children talk about the progress that they make and what has made the difference. They begin to talk about how they will achieve their next steps. They can easily recall at least one area of expertise that they think they are the 'expert in'.	Children demonstrate strong identity by speaking about what makes them unique. They are able to talk about past targets and how they achieved them. They also speak about their current targets and how they intend to achieve them.	As well as identifying their own identity and expertise, children recognise the identity and expertise of others. Children understand how their awareness of self helps them to understand their potential role and contribution to the class, the school and wider society.	Children recognise the identity and expertise of others, inside and outside of school, in a range of contexts. Children understand how their awareness of self helps them to understand their potential role and contribution to the class, the school and wider society and how they integrate with others.
	Courage	Children demonstrate bravery when taking risks (i.e. riding a two wheeled bicycle) whilst talking about how to keep themselves safe in school. Children begin to talk about how to keep themselves safe outside school (i.e. road safety).	Children take risks in their learning (e.g. using a tricky-to-spell adjective or attempting the next step for depth in maths).	Children approach experiences willingly, inc. experiences that possibly evoke a negative response (i.e. a test). With adult support, they talk about how the experience made them feel and how they approached it.	Children are able to talk about what they need to do to complete a task. They demonstrate purpose and determination in how they articulate their plan.	Children experiment and problem solve in a variety of situations, articulating their understanding that where nothing is ventured, nothing is gained. They approach new challenges confidently knowing that it will be a learning experience, despite other outcomes.	Children understand that courage comes in many different forms e.g. being courageous enough to be kind when others aren't; being courageous and speaking out against injustice. They exercise such courageousness and understand its importance in the world.

Science Guidance

Rationale: At DAAP, we want children to become inquisitive learners with curious minds. This is underpinned by a number of core skills. Children must:

- Ask age-appropriate questions based on scientific principles/ prior learning
- Make scientific predictions
- Understand and set up a fair test
- Draw conclusions from experiments
- Follow their own interests to create hypotheses and set up experiment

Aims: This science guidance aims to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Planning and Sequencing Science Lessons

Medium Term:

- Dixons Science scheme of work must be used and annotated to create a medium-term plan.
- There must be an opportunity to work scientifically throughout the topic.

Short Term:

- It is expected that the key knowledge of each lesson in the scheme of work is to be taught.
- Use the knowledge organiser to help students recognise the key knowledge.
- It is expected that working scientifically is to be planned throughout lessons.

- It is suggested to use the layout as below with six parts of the lesson:
 - Do Now
 - New Learning
 - Talk Task/Let’s Explore
 - Develop Learning
 - Independent Task
 - Consolidation*However, there may be some lessons that some parts of the lesson are skipped (due to doing hands on experiments etc)*
- Use the booklet as a teacher knowledge resource rather than a workbook for students. Use any of the learning activities and/or text as you see fit for your lesson.
- There must be opportunities for children to practise and reinforce their learning through provision.

Sequence of Lessons:

- The sequence of lessons and the learning intention in the scheme have been designed to build on knowledge from each lesson. These must stay in this order to build correct science knowledge that is being taught.
- It is expected that science is taught weekly in KS1 for 30 minutes at the beginning of the year and build up to 45 minute lessons by the end of the year. In KS2, it is expected that science is taught weekly for 1 hour.

Assessment of Science

- Whole class assessment grids will be used for the ongoing assessment of science.
- Learning objectives and success criteria should be shared with children when appropriate, either on the IWB, working wall or on a sticker. These should be referred to throughout the session to support effective verbal feedback.
- Teachers must fill in the assessment grids at the end of every half term.
- Use key – WTS/EXS/GDS for each science objective.

Science						
Term/ Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Plants/Bodies and senses	Plants	Plants	Electricity	Forces	Light & Electricity
2	Plants/Everyday Materials	Uses of everyday materials (shaping)	Rocks	States of matter		
3	Plants/Experimenting with Materials	Animals including humans	Animals, including humans	Animals, including humans	Earth and Space	Animals including humans & Living things and their habitats
4		Uses of everyday materials (suitability)		Living things and their habitats	Animals, including Humans	
5	Plants/Animals, including humans	Living Things And Their Habitats	Magnets and Forces	Sound	Properties and changes of materials & Living Things and Their Habitats	Evolution and Inheritance
6						

Computing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Unit 1.1: Online Safety & Exploring Purple Mash Unit 1.2: Grouping & Sorting	Unit 2.1: Coding Unit 2.2: Online Safety	Unit 3.1: Coding	Unit 4.1: Coding	Unit 5.1: Coding	Unit 6.1: Coding
2	Unit 1.3: Pictograms Unit 1.4: Lego Builders	Unit 2.3: Spreadsheets	Unit 3.2: Online Safety Unit 3.3: Spreadsheets	Unit 4.2: Online Safety	Unit 5.2: Online Safety Unit 5.3: Spreadsheets	Unit 6.2: Online Safety Unit 6.3: Spreadsheets
3	Unit 1.5: Maze Explorers	Unit 2.4: Questioning	Unit 3.4: Touch-Typing	Unit 4.3: Spreadsheets	Unit 5.4: Databases	Unit 6.4: Blogging
4	Unit 1.6: Animated Story Books	Unit 2.5: Effective Searching	Unit 3.5: Email	Unit 4.4: Writing for Different Audiences	Unit 5.5: Game Creator	Unit 6.5: Text Adventures
5	Unit 1.7: Coding	Unit 2.6: Creating Pictures	Unit 3.6: Branching Databases	Unit 4.5: Logo	Unit 5.6: 3D Modelling	Unit 6.6: Networks
6	Unit 1.8: Spreadsheets Unit 1.9: Technology outside school	Unit 2.7: Making Music Unit 2.8: Presenting Ideas	Unit 3.7: Simulations Unit 3.8: Graphing	Unit 4.6: Animation Unit 4.7: Effective Searching Unit 4.8: Hardware Investigators	Unit 5.7: Concept Maps	Unit 6.7: Quizzing

PSHE						
Term/ Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 Care	Care Healthy lifestyles including exercise, a healthy diet and enough sleep; the importance of looking after our teeth; personal hygiene and germs	Care What makes a healthy lifestyle; some of the risks associated with an unhealthy lifestyle including obesity and tooth decay; personal hygiene, germs and bacteria; safe and unsafe exposure to the sun	Care The mental and physical benefits to a healthy lifestyle; planning and preparing healthy meals; making emergency calls; that there is a normal range of emotions which different people feel at different times	Care The mental and physical benefits of a healthy lifestyle; that mental well-being is an important part of life; how to recognise and talk about feelings; simple self-care techniques; judging whether what they are feeling and how they are behaving is appropriate	Care The mental and physical benefits of a healthy lifestyle; legal and illegal substances including alcohol and drugs; allergies and vaccinations; where and how to seek support with their well-being; growing up and body changes	Care The mental and physical benefits of a healthy lifestyle; early signs of physical illness; managing stress and pressure; negative effects of isolation, loneliness and bullying on mental health.
2 Wisdom	Wisdom Bullying, including cyber-bullying; how to act online; staying safe online; recognising risks online	Wisdom Different types of bullying, including cyber-bullying; that people sometimes behave differently online; the benefits of not spending too much time online; how to report and get help with issues online.	Wisdom That people sometimes behave differently online; benefits of the internet; age restrictions; how to report and get support for issues online.	Wisdom Online relationships including the importance of respect for others online; how information and data is shared and used online; the effect of our online actions on others; keeping personal information private	Wisdom Age restrictions; the risks of excessive time spent on electronic devices and impact on physical and mental health; online relationships	Wisdom Age restrictions; the risks of excessive time spent on electronic devices and impact on physical and mental health; online relationships including anonymity; understanding that information on the internet is ranked and targeted, concepts of basic first aid. Puberty: growing up and the effect puberty has on my body;
3 Respect	Respect Respecting others; courtesy and manners; fair and unfair, kind and unkind and right and wrong.	Respect Treating others with respect no matter how they look, where they're from or what they believe; building respectful relationships; respecting myself and how to be happy; how my behaviour affects others.	Respect Respecting other people's beliefs; self-respect and mental health; different types of bullying (including cyber bullying); the impact of bullying and how to get help; responsibilities, rights and duties.	Respect Differences between people (gender, family, cultural, ethnic and racial and religious diversity); permission-seeking and giving in relationships with friends, peers and adults; to reflect on and celebrate our own achievements (self-respect)	Respect Differences between people (gender, family, cultural, ethnic and racial and religious diversity age, sex, gender identity, sexual orientation, and disability- 'protected characteristics' in the Equality Act 2010); stereotypes and how they can be unfair, negative or destructive; different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.	Respect Basic human rights including United Nations Declaration of the Rights of the Child; appreciate the range of national, regional, ethnic and religious identities in the UK; consider the lives of people living in other places and people with different values and customs; stereotypes
4 Justice	Justice That each person's body belongs to them (NSPCC 'pants'); how to recognise feeling safe and unsafe; to recognise what is right and wrong	Justice That each person's body belongs to them (NSPCC 'pants'); to recognise what is safe and unsafe, fair and unfair, right and wrong, kind and unkind; where to get advice.	Justice Understand boundaries in friendships; how to respond safely to adults (including online) that they don't know; where to get advice; understand why there are sanctions in school and how they help ensure everyone is treated fairly	Justice What sorts of boundaries are appropriate in friendships and other relationships (including online); the difference between the terms 'risk', 'danger' and 'hazard'; how to recognise and report feelings about being unsafe or feeling bad about any adult and to keep trying until they are heard	Justice The difference between appropriate and inappropriate or unsafe physical contact; how to recognise and report feelings about being unsafe or feeling bad about any adult and to keep trying until they are heard; how to report concerns or abuse and the vocabulary and confidence needed to do so.	Justice The difference between appropriate and inappropriate or unsafe physical contact; how to recognise and report feelings about being unsafe or feeling bad about any adult and to keep trying until they are heard; how to report concerns or abuse and the vocabulary and confidence needed to do so; economic justice-resources can be allocated differently and these decisions affect individuals, communities and the environment.
5 Service	Service Hobbies; how we contribute to the class and to the school; the 'special' people working in our community to keep it safe and look after us.	Service Hobbies; how we can contribute to the class and the school; what harms our local environment and how we can help; special people working in our community and how we can contact them in an emergency.	Service The benefits of hobbies; our responsibilities in school and at home; what a community is.	Service The social and mental benefits of hobbies; our responsibilities at home, at school, in our community and towards the environment; what being part of a community means	Service The social and mental benefits of hobbies, including the positive impact serving others can have on well-being; that we have different responsibilities and home, at school, in the community and towards our environment and develop skills needed to exercise these responsibilities; what being part of a community means.	Service The social and mental benefits of hobbies, including the positive impact serving others can have on well-being; that we have different responsibilities and home, at school, in the community and towards our environment and develop skills needed to exercise these responsibilities; what being part of a community means and the varied institutions that support communities locally and nationally.
6 Love	Love What a family is and the importance of family; how important friendships are to make us feel happy; that our behaviour can affect others; that people's bodies and feelings can be hurt	Love The importance of family; that other people's families may look different to theirs; how to recognise if family relationships are making them feel uncomfortable; how important friendships are at making us feel happy and secure and how people make and choose friends; ways in which we are all unique; ways in which we are all the same; love and care for our environment	Love The importance of families and different types of families; what healthy family life is; characteristics of healthy friendships; how to recognise if a relationship is making them feel uncomfortable	Love The importance of families and different types of families; what healthy family life is; what a healthy friendship is; how to resolve issues in friendships; how to recognise who to trust and who not to trust	Love The importance of families and different types of families; what healthy family life is; what a healthy friendship is; what a marriage is; conflict resolution skills	Love The importance of families and different types of families; what healthy family life is; what a healthy friendship is; what a marriage is; conflict resolution skills; to appreciate the range of identities in the UK; to consider the lives people living in other places

RE						
	Year 1 & 2 – Islam and Christianity		Year 3 & 4 – Extending onto Judaism and Sikhism/continuing to build on knowledge of Christianity and Islam		Year 5 & 6 – Building on knowledge of Judaism/Sikhism/Christianity/Islam	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Which books and stories are special?	How is new life welcomed?	How do Jew’s remember god’s covenant with Abraham and Moses?	How are important events remembered?	Why are some journeys and places special?	How do Sikhs show commitment?
2	Why does Christmas matter to Christians?	How can we make good choices?	What is spirituality and how do people experience this?	What faiths are shared in our country?	What values are shown in codes for living?	What do Christians believe about Jesus’ death and resurrection?
3	What does it mean to belong to a church or a mosque?	How and why do people pray?	What do Christians believe about a good life?	How do the Five Pillars guide Muslims?	Should we forgive others?	How does growing up bring responsibilities?
4	How do we celebrate special events?	Why does Easter matter to Christians?	What do the creation stories tell us?	Why do Christians call the day Jesus died Good Friday?	What do Christians believe about the old and new covenant?	What difference does the Resurrection make for Christians?
5	How and why do we care for others?	How can we look after the planet?	Who can inspire us?	What does it mean to be a Sikh in Britain today?	What does it mean for a Jewish person to follow god?	How do Jews remember the Kings and Prophets in worship and life?
6	Who brought messages about god and what did they say?	What did Jesus teach and how did he live?	What are the deeper meaning to festivals?	Why are Gurus at the heart of Sikh belief and practice?	Why do some people believe in god and some not?	How do religions help people live through good times and bad times?

PE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Multi Skills	Multi Skills	Hockey	Hockey	Gymnastics & Dance (see MTP)	Gymnastics & Dance (see MTP)
2	Gymnastics	Gymnastics	Gymnastics	Gymnastics		
3	Dance	Dance	Dance	Dance	Games	Games
4	Football	Basketball	Tennis	Netball	(see MTP)	(see MTP)
5	Basketball	Tennis	Cricket & Rounders	Cricket & Rounders	Athletics/Games	Athletics/ Games
6	Athletics	Athletics	Athletics	Athletics	(see MTP)	(see MTP)

Spanish						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	NA/Music					
2	Music					
3						
4	Music					
5						
6	Music					

Year groups 1 – 4 will be taught Year 1 units as above in the year 19/20. If older children need accelerated content they will begin Year 2 topics.

Years 5 & 6 will begin work on the Year 2 content in the year 19/20 with a particular focus on: Food, What do you like doing, Where do you live?

Art and Artists							
	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Jackson Pollock (Abstract Expressionism)	Paul Klee ‘The Red Balloon’ (Cubist)	Georgia O’Keeffe ‘Autumn Leaves’ (Modernism)	Cave Paintings	Ancient Egyptian art including hieroglyphics	Ancient Greek Architecture	Flora Lion & Victoria Monkhouse WW1 commissioned artists
2	Wassily Kandinsky (Abstract)	Andy Goldsworthy (Environmental)	Famous Fashion Designers	Where are the world’s most famous paintings displayed/kept?	Mara Toledo (Naïve)	Ancient Greek Ceramics	Evelyn Dunbar WW2 commissioned artist
3	Henri Matisse	Maurice Sendak (Illustration)	Vincent Van Gogh (Post Impressionism) Road with the Cypress and Star/Tree Roots/The Olive Trees/The Starry Night	Stephen Wiltshire’s cityscapes	Claude Monet (Impressionism)	Sara Larkin Spacescapes	Art from the Himalayas (sculpture/iconography/Buddhist & Hindu art)
4	Piet Mondrian (De Stijl)	David Hockney (Pop)	Leonardo Da Vinci’s drawings of inventions	Michel Jean Cazabon	Henri Rousseau (Post Impressionism)	Edward Hopper (Realism)	Katsushika Hokusai 36 Views of Mt. Fuji (Ukiyo-e)

5	Friedensreich Hundertwasser (Modern)	Caspar David Friedrich ‘The Sea of Ice’ (Romanticism)	Giant Statues e.g. Christ the Redeemer, Buddhas	William Morris (Arts & Crafts)	Ancient Greek Architecture	Anglo-Saxon Art including jewellery	Indus Seals
6	Georges-Pierre Seurat (Pointilism)	Winslow Homer (Realism)	Aaron Becker (Illustration)	Kate Greenaway (Illustration)	Ancient Greek Ceramics	Gustav Klimt Forest paintings (Art Nouveau)	Arts of the Islamic World including Mosque architecture

Music and Composers							
	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1		Danse Macabre – Saint-Saens	Scarborough Fair (trade) / Some other jig	Evelyn Glennie	Arabian Nights (Aladdin) look at how it has been inspired by Egyptian music	Zorba the Greek Mikis Theodorakis	Nimrod Variations Elgar/In Flanders Field (musical arrangement) War songs
2		Peter and the Wolf	Superman theme	Ugly Bug Ball	Bedrich Smetana- The Moldau		
3		Born to be wild/ Wild thing	Hansel and Gretel Overture (Engelbert Humperdinck)	Cats	Pavane Gabriel Faure	The Planets by Gustav Holst (Jupiter and Mars)	In The Hall Of The Mountain King by Grieg
4		Autumn & Winter from Vivaldi’s Four Seasons	Ed Sheeran (I See Fire)	Hot, Hot, Hot – Arrow	Rainforest – Samba	Wonder by Natalie Merchant	
5		Frozen Heart	The Smartest Giant in town (Donaldson)	National Anthem	Zorba the Greek Mikis Theodorakis	Ride of the Valkyries by Richard Wagner/ Dance of the Knights by Prokofiev	Bollywood/instruments
6		Spring & Summer from Vivaldi’s Four Seasons Carnival of the Animals Saint- Saens	Short Ride in a Fast Machine (John Adams)				

Enrichment								
Term/ Unit	N	R	1	2	3	4	5	6
1		Visit to allotment	Visit Science Department – potions / experiments External Visit from a magician	Harvesting school vegetables, visit to local supermarket to buy ingredients to make soup- cooking something from scratch	Stone Age Workshops- tool making, animal tracking and foraging	Bagshaw Museum/Cliffe Castle	Greek Drama (Alex Fellows/Hobgoblin Theatre)	WW1 drama/visitor Eden Camp
2	Pyjama Day	Teddy Bears Picnic Theatre	Walk to Chellow Dene Local Church (Christmas) Pantomime/theatre trip	Local Church (Christmas) Fashion Show	Magna	Geography river study fieldwork- Chellow Dean beck and River Aire in Bingley		
3	Mobile Farm	Nell Bank	Wild Rumpus in the park- Lady Hill	Media museum- communication/ phones in the past Chicks	Bradford landmarks art tour- city centre and Cartwright Hall	Lister Park and other Bradford Parks	IMAX/Bradford Science and Media Museum	
4	Train Ride	Café West	Grow & Look after a plant	Abbey House Museum	Cookery- Caribbean Food- John St Market	York Chocolate Story	VR City Tours	Cartwright Hall: The Art of Early Islamic Civilisation/The Vikings and the Muslim World British Museum during London residential? (or similar) Residential: London
5/6	Tropical World (Parents) Baking Gingerbread- shop to buy ingredients	Yorkshire Wildlife Park Follow a map to lady hill park Bradford Planetarium Visit to a bee sanctuary	Lotherton Hall Climate Change Workshop	Zoo Lab East Coast	Saltaire Armley Mill- Victorian schoolroom	Greek Drama (Alex Fellows/Hobgoblin Theatre)	Visitor/Tatton Park/Skype with Tony Bradman	

Feedback

Written feedback in books in Key Stage 1 and 2

Non Negotiables:

- Teachers must have a firm understanding of the essential knowledge for their own and preceding year groups (where necessary)
- Teachers should prioritise ‘spot marking’, using time in lessons to review the work of as many children as possible.
- Teachers must review all written work (including drafts) in order to inform their teaching; **teaching should be responsive to what has been seen in books.**
- Any written feedback should cause the child to think, respond and improve.
- Where necessary, in writing books, teachers should use symbol marking to provide written feedback with reference to the essential knowledge for the current year group and the preceding year groups.
- In maths, as a minimum, all work needs to be marked as either correct or incorrect. This can be carried out during lessons by either children or adults. If a child has made an error then their mistake should be marked as incorrect and they should be expected to self-correct. If a pupil’s work appears to display a misunderstanding feedback should remind pupils of a related rule or provide a hint or question that leads them to self-correct.
- There must be evidence of children responding to written feedback. More often than not, this will be seen within the next piece of work or within edits to the current piece.
- Long written comments should not be necessary very often. Symbols and highlighting should provide a signpost to where children need to respond and improve their work.
- The symbols for marking must be displayed in classrooms for pupils to refer to.
- Written comments by staff other than teachers must be initialled. Staff must always model high standards of presentation and standard English.
- Each piece of work should have the learning object as the title. E.g ‘Embedded Clauses’, ‘Using ‘and’ to join sentences’

Brilliant Blue





- Blue highlighter is used to show strengths of the piece of work with regards to the lesson’s learning objective.
- A symbol might identify what is ‘brilliant’ if it something unrelated to the lesson’s learning objective.
- The number of brilliant blues is flexible depending on the quality of the piece of work for the individual child

Green for Growth

- Green highlighter is used to identify a next step in a piece of work against focussed assessment criteria (i.e. learning objective or essential knowledge)
- It is expected that where it is clear that children have succeeded against the learning objective, that they may be challenged to move forward (i.e. writing a more complex sentence/ demonstrating deeper understanding of a mathematical concept – on these occasions it may be necessary to write a comment)
- The number of green for growths is flexible depending on the quality of the piece of work for the individual child
- A symbol or comment must identify what needs to be worked on.

Use of Symbol Marking

The following symbols must be used when marking writing books (when marking is completed without child present):

	brilliant blue	^	missing word
	green for growth	t	tense
	finger space	sp	spelling
C	capital letter	K	key words
P	punctuation	h	handwriting
	re-read	//	paragraph
?	Does this make sense?	vf	verbal feedback

*While there can be no ‘one size fits all’ approach, the symbols not in darker boxes are intended to be hierarchical. Teachers should provide written feedback with reference to the essential knowledge.

Any brilliant blue or green for growth which relates to any of the above must be indicated by a symbol. The ‘green for growth’ must be identified in the body of the text as follows:

Developmental Stage of child	How to identify the child’s error to the child
1	Indicate in the margin and specifically change the child’s work. (i.e. write the correct spelling above the word)
2	Indicate in the margin and identify by underlining with a straight line.
3	Indicate in the margin on the line of the error.
4	Indicate at the bottom of the page or the end of the piece as appropriate.

*Spellings identified and prioritised are as follows

- the high frequency words contained within that or previous year groups’ essential knowledge
- ‘word bank’ words that have been taught in that lesson or unit of work

Children responding to feedback

It is expected that children will respond to written feedback in their book either by editing or by showing progress in following pieces of work:

Year 1 – Depending on the child’s ability and stage of development

- o A quote transcribed by the adult
- o Evidence of editing or redrafting within or after the piece of work (especially where symbols have been used)
- o Purple pen may be used increasingly over the year

Year 2 – Depending on the child’s ability and stage of development (see marking and feedback continuum)

- o A quote transcribed by the adult
- o Evidence of editing or redrafting within or after the piece of work (in ‘Purple Polishing Pen’)

- **KS2** – It is expected that ‘Purple Polishing Pen’ is used by all children except in cases of an identified and supported additional need
 - o Evidence of editing or redrafting within or after the piece of work (in ‘Purple Polishing Pen’)

Code to be used to identify how independent the piece of work was:

- I = Independent
- G= Guided Work
- WS = With Support
- PS = With Peer Support
- IP = Independent in Provision

Intervention

- Where intervention outside of the lesson takes place, it should be recorded in books where appropriate.
- Identify interventions with the symbol ‘INT’ in order to clearly signpost it.
- Feedback must be given in accordance with the rest of the guidance in this document.

Project Work

Children’s work within the wider curriculum will be uploaded to Tapestry. The work should be annotated with the corresponding objective from the relevant continuum.

It is expected that evidence takes a range of forms and **must** include written work that meets the same standard as that of the English lesson.

Formative Assessments

Formative assessments are ongoing. They support the planning and teaching process and will happen many times throughout a day.

Teachers should use their professional judgement as to when to record these. Assessment grids will be provided for Reading, Writing and Maths so that gap analysis can be made quickly. Grids should be filled in regularly- **they are not a summative review for the end of a cycle**. Where records are maintained well, planning will reflect this and ensure that teaching meets the individual needs of the class.

Summative Assessments

Summative assessments are carried out at the end of a cycle. They measure progress and attainment across a wider range of objectives and give an indication of attainment and progress at a fixed point.

Years 1 to 6 will complete PUMA and PIRA tests at each assessment point. The scores from these will be entered into MARK (online software) and support teachers to identify gaps and trends within the cohort. Writing will be given a judgement using Teacher Assessment. Teachers will use formative assessment grids to come to their decision. These collective summative assessments will be used to inform progress discussions and plan intervention on Data Days.

Year 2 and 6 will complete practice SATs at teachers’ discretion. Year 1 will complete practice Phonics Screening Check as directed by Phonics Leader.

The following codes will be used for analysis purposes and support discussion around pupil attainment:

- GDS- Working at greater depth
- EXS- Working at the expected standard
- WTS- Working towards the expected standard but within the appropriate year group
- PKF- Working on the foundations for the expected year group (previous Yr group or EYFS if Y2)
- BLW- Significantly behind and range 3 or 4 on SEND register

Pupil progress will be measured using standardised scores on PUMA and PIRA and using Development bands in EYFS.

Record Keeping in EYFS

Evidence Collection

- Assessment evidence will be based upon teacher knowledge, backed up by observation on electronic learning journeys on Tapestry. Any writing or mark making will be collected in individual folders. Observations must be collected at the rate of 1 every 2 weeks.
- Range of evidence expected:
 - o Children own work in the form of creations or marks
 - o Short observations
 - o Photographic Evidence
 - o Video Evidence
 - o Teacher knowledge
- Expectations of evidence collection:
 - o Children’s speaking must be recorded accurately. What did the child say?
 - o Adult to child speech that represents the quality conversation that took place must be regularly recorded.
- - o Child to child speech with no adult intervention must be regularly recorded
 - o Where examples of children’s work are collected, they must annotate with the child’s voice and as to whether the work was child initiated (CI), adult initiated (AI), focus task (FT), independent (I) or supported (S). When a piece of work is a focus task, teachers must give the child a next step.
 - o When observing, staff must represent child speak in the format- child's initials followed by the text in inverted commas. For example, AM “ I want to use the thick paint brush”
 - o When observing staff must represent adult speak in the format - teacher followed by the text. For example, T- I think the paint brush is a good choice.

Assessment of Evidence

- All observations must be cross referenced against Development Matters 2021 and flagged with the appropriate flags on Tapestry.
- Characteristics of learning must also be referenced and evidenced on all observations.
- Children will be assessed to be either on track or not on track to meet the ELG’s. Children who are deemed to be not on track will be flagged on Tapestry. At least twice per half term, these children will be discussed pupil progress meetings and strategies to support will be put in place. These will then be reviewed at a maximum of 4 weeks later to track progress and impact of support.

Code to be used to clarify context:

- CI= child initiated
- AI= adult initiated
- FT= focus task
- I= independent
- S= supported

Parental Contributions will be encouraged on Tapestry to help form judgements.

Progress Reporting

Children in Early Years will have attainment and progress recorded at Baseline (C1) and Cycle 3 (End of the Year). All other attainment and progress discussion will be on going throughout the year, at least twice per half term children who are deemed to be off track will be discussed at pupil progress meetings.

Whole School Reporting of Progress and Attainment to Parents:

Parents are reported to once every cycle. At Parent Consultation Evenings, progress and attainment are discussed as well as future targets and how to support children in getting there. Parent Consultation Evenings are organised as follows:

- Cycle 1 – Settling in and target setting, in response to Cycle 1 data
- Cycle 2 – Review progress and targets as discussed at Data Day 2

At the end of Cycle 3, parents will receive a written report that summarises their child’s achievements over the course of the year. No additional consultation will be arranged but parents will have the opportunity to discuss their child’s report where required.

Peer Critique (PC)						
	Year 1	Year 2	Year 3	Year 4	Yeae 5	Year 6
Culture of Feedback	Children talk about mistakes as learning’s friend and respond positively when an adult gives them a next step.	With support from an adult, children participate in ‘gallery critique’ sessions. They are able to select examples from the gallery that impress them and discuss why.	Children are able to identify the need for and then independently give kind, specific and helpful advice to another child articulating how it will improve the quality of their work/ learning.	Children not only give kind, specific and helpful feedback to another child but then return to comment on the changes made.	Children give in-depth feedback when asked by their peers. Their feedback reflects learning from across the curriculum. Children know who best to ask for feedback depending on the task.	Giving and recieivng feedback is engrained in the culture and the way children work – it is interwoven throughout the daily experience and has a notable impact.
Language of Feedback	They can talk about how they acted upon feedback in a positive way as well as what they have changed (i.e. when repeating, editing and redrafting).	Children also participate in in-depth critique sessions focusing on one individual’s work – this will initially be an adults work and where appropriate may begin to focus on the work/learning of one child.	Children are able to question one another about their work/learning eg. <i>“I’m curious why you chose to begin with this...? Or “Have you considered including?”</i>	Children are able to question one another about their work/learning eg. <i>“I’m curious why you chose to begin with this...? Or “Have you considered including?”</i>	Children confidently provide feedback which doesn’t rely on personal opinion. They provide positives as well as points for improvement. Feedback is given as part of a dialogue.	Confident, unbiased opinion is given and received and acted upon in an ongoing manner and this happens without prompting at any time of the day.
Skills for sensitive feedback	Children are used to and comfortable with the concept of ‘stop and celebrate’ and know that feedback will always be kind, helpful and specific.	When making comments on another’s learning children are aware of how to make their critique kind, helpful and specific.	Children naturally teach and show each other giving kind, specific and honest advice in a range of independent contexts.	After showing or teaching a friend, the child is able to give feedback on how well the other does what has been shown to them.	Feedback is given as part of a dialogue so that children can interrogate and discuss comments from their peers.	Children are aware of how their own opinions and biases might affect their feedback and work hard to give kind, fair and true feedback, neither flattering or insulting their peers.
Acting on Feedback		When reflecting upon critique shared children are able to improve their own work/learning in relation to the feedback discussed.	Advice given and received will include children redrafting, rethinking and editing their work/learning. Children will return for further opinions and advice after editing.	Children will be familiar with their work/learning being shared with a wider audience. Children are able to articulate their critiquing, editing and improving journey to others.	Children act on feedback from peers in a timely fashion. They may seek advice from other children as to how to carry out the recommendations.	Children act on feedback in an ongoing manner.They seek several opinions and triangulate in order to ensure their work is of the highest possible quality.

Expectations of Planning Years 1 to 6

Medium Term	Unit Overview- including History, Geography, DT and Art objectives
	Science
	PSHE
	RE Plan
	Music
	MFL
	Spelling Shed Program
	PE
	Computing
Short Term	English Overview
	Maths Overview
	Phonics and SPAG– Follow RWI sequence of delivery

All planning should be stored in individual year groups within the half term folder.

Provision Expecations								
	Nursery		Reception		1	2	3/4	5/6
What areas of provision must we provide indoors?	Wet Sand Dry Sand Water Woodwork Painting (powder paints) Collage Mark Making Maths	Small World Box Modelling Block Small Construction Snack Book Area Dough Home Corner	Wet or Dry Sand Water Design - Box Modelling and Collage Woodwork Painting (powder paints) Clay Maths Small World	Book Area ICT Mark Making Heuristic Dough Home Corner Role Play Area Phonics Snack Block Small Construction	Design - Box Modelling Clay Writing Block Small World Art and Painting ICT Phonics/ SPAG Maths Small Construction Reading Role Play Area (where appropriate)	Design - Box Modelling Clay Block or Small Construction Small World Art and Painting ICT Writing Maths Reading Phonics/ SPAG	Design - / Small Construction/ Moving Parts/ Woodwork Clay Art and Painting Small World SPAG ICT Maths	Design -Small Construction/ Moving Parts/ Woodwork Clay Art and Painting Small World SPAG ICT Maths
What areas of provision must we provide outdoors?	Sand Mud Kitchen Water Sports Maths Games Bikes and trolleys Mark Making – Chalk/ clipboards	Gardening Bird Watching Box Modelling Block Den building Camping	Sand Mud Kitchen Water Sports Maths Games Bikes and trolleys Mark Making – Chalk/ clipboards	Gardening Bird Watching Box Modelling Block Den building Camping	Woodwork (Shed) Science (inc mud and water investigation Art and sculpture (Shed) Maths Games and challenges Two wheeled bikes Writing opportunities Gardening Nature investigation Box Modelling Block and Den building	Woodwork (Shed) Gardening Art and sculpture (Shed) Writing opportunities Maths Games and challenges Science (inc mud and water investigation) Nature investigation Box Modelling Block and Den building Two wheeled bikes		