English
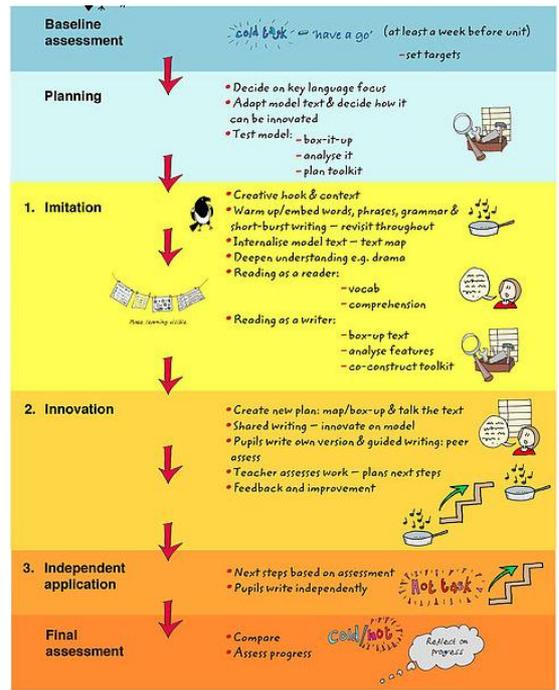
Writing

Pupil's writing is developed in English lessons using the Talk 4 Writing framework.

Pupils knowledge, understading and application of grammar, punctuation and spelling progresses using MC Grammar resources.

Reading

To teach reading we use Resilient Reader, which helps pupils to develop a wide range of skills across a range of texts.

Children use Accelerated Reader to ensure that they are engaging with reading books that stretch and challenge them.

Children are able to select from a range of books to develop their reading ability including:

- Oxford Reading Tree books (including their phonics development books), click the link for more information about reading these books with your child at home
  https://www.oxfordowl.co.uk/for-home
- A wide range of fiction and non-fiction books from our school library.

Each year group also had a reading spine of carefully selected novels to read as a class throughout the year.
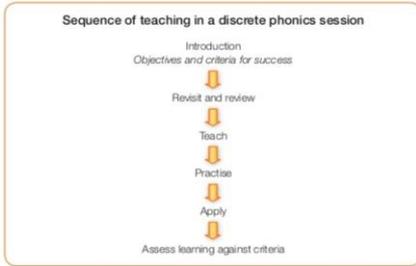
Phonics – Letters and Sounds

We use Letters and Sounds to teach phonics across the school. Discreet phonics sessions take place daily for those who are still working with the phases and interventions help pupils to catch up if they have any gaps.
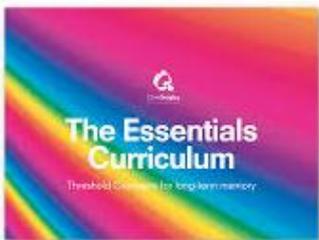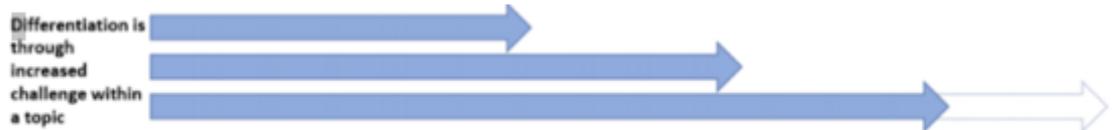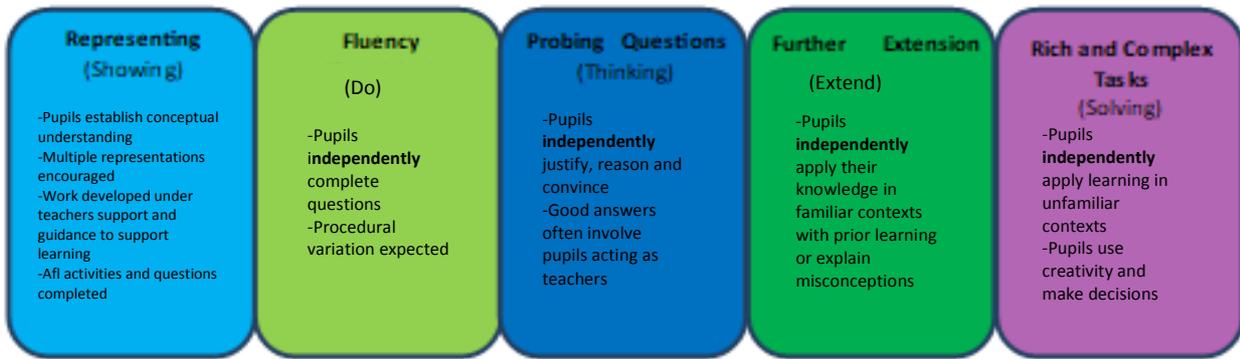Click the link for more information:
http://www.letters-and-sounds.com/

Sequence of teaching in a discrete phonics session

Introduction
Objectives and criteria for success

⬇

Revisit and review

⬇

Teach

⬇

Practise

⬇

Apply

Assess learning against criteria

s	a	t	i	p	n	c	k	ck	e	h	r						
m	d	g	o	u	l	-ll	f	-ff	s	-ss	b	j	y	ai	ay	w	oa	ow	ie	igh	-le	o
ee	or	z	-zz	w	wh	ea	e-ea	/z/	s	se	ze
ng	nk	v	ve	oo-oo	y	-y	x	ch	sh	th-th
qu	ou	ow-ow	oi	oy	ue-ue	er	ar	-ve	-ce	s-ss	ge-j	-se	y-y-y
ce,ci,cy	ge,gi,gy	o-oe	'oes'	ie,i-e	ee,e-e	oe,o-e	ae,a-e	ue,u-e	air	are	ear
ere	eer	ear	ere	ier	ir	ur	ear	wor	er,our	-re
le	il	al	el	aw	au	al	oar	oor	ore	our	ch,tch	ge,dge	x,x	kn	wr	mb	sc
qu	bu	ch	rh
sh,ch	ti	ci	ssi	/zh/	si	s	z	g	ge	ou	'ous'	ph	gh	g,gg,gh	ch,ch,ch	wa
qua	war	gn	st
-ey	eigh	-ea	-aigh	-ey	-ie	-y	-ie	ei
-o	-ew	-ui	-ou	-o	eu	ew	-iew
ough	augh	ch	qu	-que	quar
-que	-ine	-ine	-ine	mn	ps	alm	alt	-ture	-eau	-re

Maths

In maths teachers use AET to plan and deliver their lessons, this ensures that children are stretched and challenged to develop basic understanding of maths concepts and operations, whilst developing problem solving and reasoning skills.

Teacher-Led → Pupils participate   Pupil-Led → Teacher is facilitating and monitoring (gatekeeping)

Representing (Showing)
-Pupils establish conceptual understanding
-Multiple representations encouraged
-Work developed under teachers support and guidance to support learning
-Afl activities and questions completed

Fluency (Do)
-Pupils independently complete questions
-Procedural variation expected

Probing Questions (Thinking)
-Pupils independently justify, reason and convince
-Good answers often involve pupils acting as teachers

Further Extension (Extend)
-Pupils independently apply their knowledge in familiar contexts with prior learning or explain misconceptions

Rich and Complex Tasks (Solving)
-Pupils independently apply learning in unfamiliar contexts
-Pupils use creativity and make decisions

Differentiation is through increased challenge within a topic

The Essentials Curriculum
Threshold Concepts for long-term memory

Three elements make up the Essentials Curriculum:

Threshold concepts

Threshold concepts are the 'big ideas' that shape students' thinking within each subject. The same threshold concepts will be explored in every year group and students will gradually increase their

understanding of them.. An important principle, therefore, is that exploring concepts will never be complete; students will continue to explore them for as long as they continue to study the subject. Each subject begins with an overview of the essential characteristics students should develop and these form the basis for the threshold concepts.

An example of one of the threshold concepts in history is "evidence tells us about the past". This, of course, cannot be taught in isolation: it would be abstract and meaningless to students. The concept must be explored within a breadth of different contexts so that it has tangibility and meaning.

Breadth of contexts

Breadth provides the contexts for exploring the threshold concepts. It has two roles:

1) **Knowledge***. Concepts need knowledge to make sense. Contexts give students subject specific knowledge with which to think about the concepts. For example, students will use the context of the Great Fire of London to explore the concept 'evidence tells us about the past'. They will be shown extracts of Samuel Pepys diary and will explore how an historical account gives us the knowledge of the cause and spread of the fire. The more knowledge students have, the better their understanding of the concepts becomes. Another benefit of knowledge is that it helps pupils reading comprehension. A student with a greater knowledge of the world will infer more from a text than one with little knowledge, no matter how good his or her decoding skills may be.

* by knowledge we mean procedures (skills) and meaningful facts. Knowledge does not mean simply remembering unconnected lists of facts.

2) **Transference**. Whilst it is only possible to explore a concept within a context, this also causes a problem for students: their understanding is context bound. They find it very difficult to transfer the concept to another situation. By providing a breadth of contexts, students begin to transfer the concepts. They do this by comparing the new context knowledge to previously learned knowledge, the bridge being the concept. For example, if students explore the concept 'evidence tells us about the past' through the context of The Great Fire of London they learn that a vital piece of evidence is that Samuel Pepys kept a diary. They then later explore the same concept in the context of The Ancient Egyptians, in which they learn that the Rosetta Stone gives us evidence of the meaning of hieroglyphics.

Each subject has a suggested breadth of study which exceeds the requirements of the English National Curriculum. it is also recommended that schools consider additional breadth of study so that students develop cultural capital. (The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human and creative achievement.

Milestones for progress

Because the threshold concepts are repeated in each year group it is important that students progress in their understanding of them. The Essentials Curriculum sets out this progression in the form of three 'Milestones'. Each Milestone contains a range of descriptors which give more detail to be discovered within the concept. Over a two year period students will become more and more familiar with these details by exploring them in a breadth of contexts. These descriptors are not exhaustive and should only be used as a guide for teachers. They should not be 'ticked off' as each one is covered: they should be repeated in as many different contexts as possible.

Milestone 1 – KS1			Milestone 2 – LKS2			Milestone 3 – UKS2		
Basic Y1	Advancing Y2	Deep Y2	Basic Y3	Advancing Y4	Deep Y4	Basic Y5	Advancing Y6	Deep Y6

Science

To ensure that children deepen their Scientific understanding, we use Chris Quigley's Essentials Curriculum, which defines the essential characteristics of scientists as follows:

- The ability to think independently and raise questions about working scientifically and understand the knowledge and skills that questioning brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
  Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.

These traits are the basis for creating Proof of Progress (PoP) tasks, which plan for and help to assess progress. The Greater Depth in Science framework provides a resource to help/guide the creation of these tasks.

Different types of tasks help to prove that pupils are gaining a progressively deeper understanding of the same content.

The example below shows how pupils working in Milestone 1 (Years 1 and 2) may progress from a BASIC to an ADVANCING and then DEEP understanding of an aspect of the Science Curriculum by completing the Proof of Progress tasks:

Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.

Basic

What are the **names** of some common wild plants?

What are the **names** of some common garden plants?

What are the **names** of some common trees?

Which trees are evergreen and which are deciduous? **(name)**

Advancing

What are the **similarities and differences** between deciduous and evergreen trees?

Think of some ways to **categorise** plants.

Deep

Suggest a garden **design** for someone who likes privacy and bright autumn colours.

Jigsaw (PSHE/SMSC)

Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

The Jigsaw Puzzles (units)

1. Being Me In My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me