



Cumbria Education Trust

BE THE BEST YOU CAN BE

RESPECT | RESPONSIBILITY | RESILIENCE

The Primary Curriculum 23/24

Creating
EXCELLENCE
Together



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English – Phonics & Reading

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Intent

Foster a culture of reading for pleasure; as well as ensuring early reading is taught consistently boosting retrieval skills, overall comprehension and fluency so that all pupils are able to read with confidence, in any subject in their next stage of education.

Acknowledge that not all children will have had the opportunity to develop a love for reading at home, so this must be taught and encouraged at school – just like any other area of the curriculum.

That reading is the golden thread throughout the primary curriculum.

“The most effective way to cultivate a love of reading in children is to read to them, research shows that reading aloud to children every day puts them almost a year ahead academically than those who do not receive daily read-aloud”
- LiteracyWorld 2018

“Studying whole texts in lessons can develop children’s love of reading by giving them the opportunity to read and listen to texts and authors that they might not have chosen to read for themselves. They also have the chance to encounter new or unfamiliar genres.”
- Oxford Primary 2017.

Implementation

- The reading curriculum embodies the expectations in the National Curriculum.
- Reading in early years begins with sharing stories, early phonics, orally rehearsing songs and rhymes before a phased approach to phonetically decodable texts.
- Phonics is taught through a systematic approach, there is fidelity to a scheme and is taught with rigour.
- Children take home decodable and progressive books ensuring that reading development focuses on decoding and fluency. Children also access the school library where they choose a free choice book to take home.
- **Whole Class Reading** is the main lesson of the school day that focuses on the development of reading while also ensuring that children of all abilities have access to high quality texts that are age appropriate. Texts are chosen to keep literature relevant and informative, incorporating a wide-range of contexts.
- Environments reflect the importance of reading by offering access to a wide range of books and texts; reflected in inspiring reading areas around school. Most, if not all areas reference reading through suggested texts or quotes.
- Story time forms part of the school day where children are read to aloud- **just for fun!** This may be their WCR text or something else appropriate to the class.
- Cross curricular texts are chosen with purpose using a range of resources including Comprehension Ninja, Developing Experts and Rising Stars.

Phonics

- Fidelity to a scheme is critical to the success of the implementation. We currently have three schemes across the Trust; five schools following RWI, four schools following Little Wandles and one following Twinkle.
- Phonics happens every morning for at least 30 minutes. Some schools have a focus for 45 minutes. This is dependent on need and school focus.
- Teachers work on sounds outside of the phonics lesson so that children are exposed to them at regular times throughout the day for example in an additional 5-10 minutes whole class session and planned exposure in English.
- Interventions for phonics happen in the afternoon and can be 1-1 or small group.
- KS2 children who have not passed their phonic screening by Y3 access the school's phonic scheme through age-appropriate interventions such as Fresh Start for RWI schools.
- Once children have passed the screening, they are moved onto the school's book bands to ensure they continue to develop their decoding and fluency skills.

Beyond Phonics

All year groups across Key Stage 2 encounter the same reading content domains, however, progression within these come in a variety of forms:

- The text used within the session – length, sentence structure, vocabulary, plot & content/themes
- The elements of the success criteria that need to be taught explicitly
- The range and demands of question types and the expectation of responses
- Progression will also occur in relation to the end of year expectations that need to be taught

Base Whole Class Reading sequence



Vocabulary development – introduction to new words from within the text of tier 2 and tier 3 words and explanations of their meaning.



Reading Skill focus is identified for the lesson – children are taught a specific reading content and how they can use that skill to extract meaning from the text.



Fluency tasks which may include paired read, coral read, and echo read. Teachers may also read aloud and then target children to follow on. Words are discussed in context and language is explored.



Reasoning - Children answer questions independently in reading journals to demonstrate understanding.



Reflect – Answers are discussed, and children are given time to edit/correct their work.

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Alternative Whole Class Reading sequence



15 Minutes spelling focus.

Vocabulary development – introduction to new words from within the text of tier 2 and tier 3 words and explanations of their meaning.



Reading Skill focus is identified for the lesson – children are taught a specific reading content and how they can use that skill to extract meaning from the text.



Fluency tasks which may include paired read, coral read, and echo read. Teachers may also read aloud and then target children to follow on.



Reasoning - Children to answer questions independently in reading journals to demonstrate understanding.



Reflect – Answers are discussed, and children are given time to edit/correct their work.

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WCR Additional Notes

Evidencing work

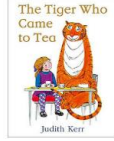
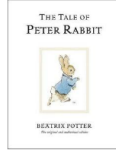
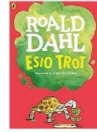

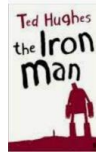



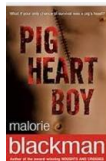
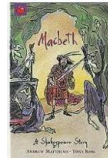
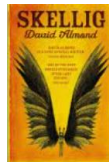

- LO's are not required, but reference to the skill must be made.
- Reading Domains to be written in the margin.
- Task – 2-5 questions at least twice a week.

Lesson Structure (times may vary slightly)

- Fluency 15 minutes
- Reasoning and discussion 15 minutes

KS1 Expectations – some schools will only introduce the formal lesson once children have completed phonics. They will however still expose children to the WCR texts in a different form.

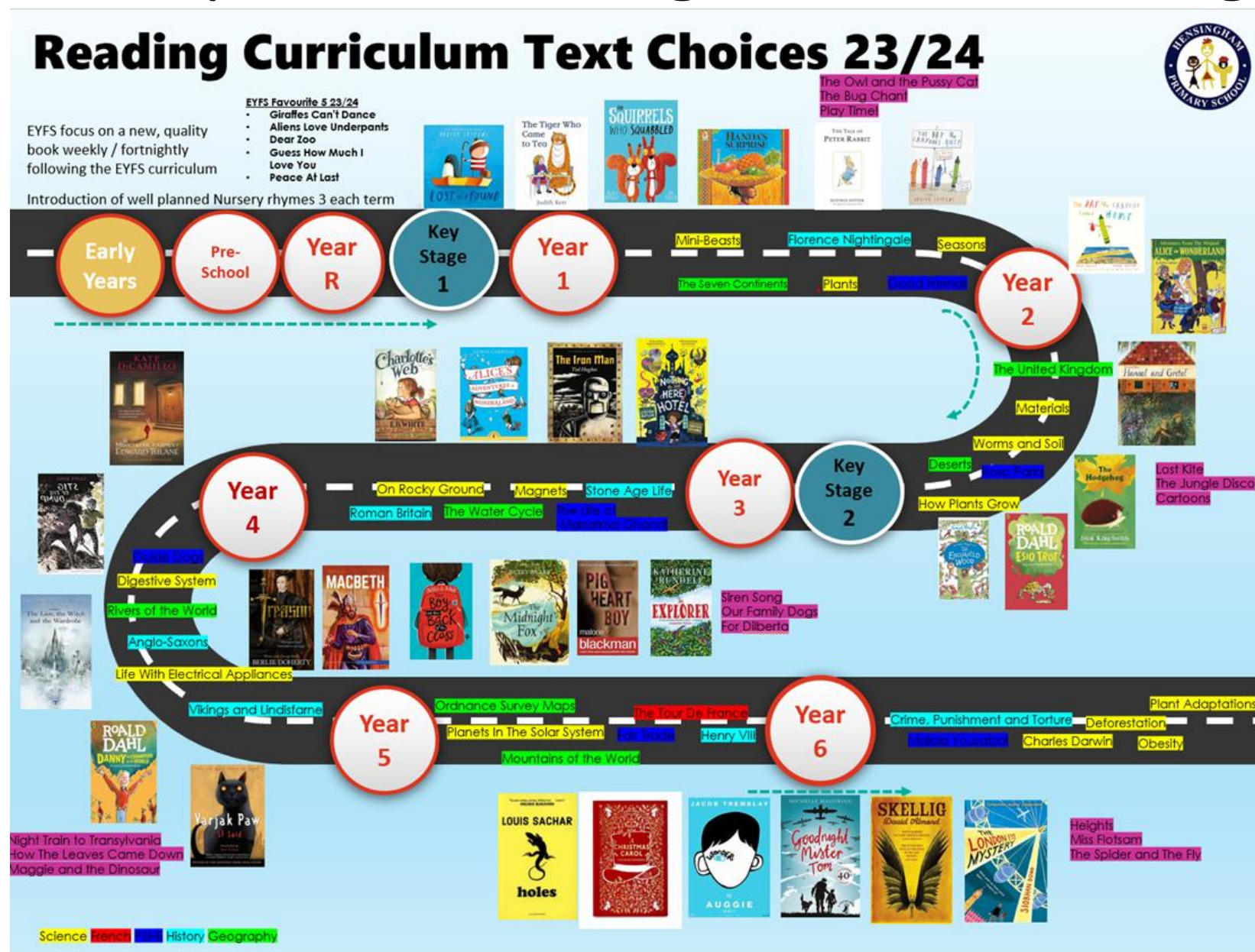
Agreed Cross Trust High Quality Texts

YEAR	Texts / Rationale	
1	<p>The Tiger Who Came to Tea by Judith Kerr / Exploring social context</p> <p>The Tale of Peter Rabbit by Beatrix Potter / Links to EYLS & KS2 High level vocabulary</p>	 
2	<p>Esio Trot by Roald Dahl / Significant author</p> <p>The Enchanted Wood by Enid Blyton / Exploring characterisation, focus on fluency.</p>	 
3	<p>Iron Man Ted Hughes / Exploring imaginary settings & characterisation</p> <p>Charlotte's Web by E B White / Taking a thematic approach, local interest</p>	 
4	<p>Stig of the Dump by Clive King / Historic setting, figurative language</p> <p>The Lion, the Witch and the Wardrobe by C S Lewis / Imaginary settings, narrative structures</p>	 
5	<p>Pig Heart Boy by Malorie Blackman / Different narrative perspectives, controversial issues</p> <p>Macbeth by William Shakespeare / An introduction to Shakespeare, dramatic interpretation, script form</p>	 
6	<p>Skellig by David Almond / Focus on inference</p> <p>A Christmas Carol by Charles Dickens or Street Child / Pre-1900 vocabulary Victorian Literature</p>	 

WCR suggested texts:

- 6 fiction (2 trust wide)
- 4 non-fiction
- 2 poetry
- School may also choose shorter reading texts to enhance fluency skills
- Trust texts are reviewed annually

An example of a reading curriculum design



Reading to promote diversity

- Windows into the lives of all children.
- Mirrors to represent children's own lives.
- All children see themselves in stories.
- All children are seen.



Environments support reading

- All schools have a welcoming library with a wide range of texts both purchased by the school and supplemented by the library service.
- Book corners/areas of the classrooms and school are a feature that promote class specific interests and needs.
- Where possible books should be forward facing. These should be rotated so that children are exposed to more choice.
- All learning environments are language rich with relevant vocabulary displayed throughout the year/topic.



DISCOVER
the MAGIC of
READING

Response
Resilient

Wider reading opportunities

Carefully chosen texts are weaved into other areas of the curriculum to promote age appropriate, challenging texts.

Roman Invasion

The Iron Age Celtic tribes living in Britain about 2000 years ago were in for a surprise. The Romans were coming! The Romans, who were based on Rome, Italy had been expanding their Empire across Europe and around the Mediterranean Sea in North Africa for around 100 years and in AD43 they arrived on the Kentish coast.

It was the Roman emperor Claudius who started the conquest laying siege to ever more Celtic settlements. This was not their first time here, as they had made unsuccessful attempts in both 55 and 54 BC. However, this time the Roman armies who were excellent in battle, prevailed. At first their goal was to conquer and take Britain's precious metals, leaving a path of destruction in their wake.

Queen Boudicca and the Uprising

Although some Celts were happy to accommodate the Romans, there was a large uprising in 60 AD which was led by Queen Boudicca of the Iceni tribe who came from East Anglia. Despite destroying the Roman town of Colchester, they were subsequently defeated in 61 AD.

Roads, Buildings and Cities

Over time, the Romans acted as a peace keeping force and they built towns and fortifications which would allow them to transport goods and soldiers easily around the country and spread their influence. They constructed over 16,000 km (10,000 miles) or very straight roads to replace the muddy tracks that came before.

They also built bath houses and villas so they could feel at home. Roman towns were all laid out in the same way – each had straight streets shaped in a grid pattern, with buildings like a public bath house, temple, aqueducts and an amphitheatre. They also had forums, which were big open squares where people could set up stalls to sell things. A lot of these features were in Rome, so having them in these new towns in England helped the Romans feel more at home.

THE ROMANS IN BRITAIN

Y3 Romans from
Comprehension
Ninja

Teacher Mastery – Year 6 - Electricity	
Describe the parts of an electric circuit	Electrical circuits are comprised of different parts. These are electrical components, including switches (stopping and starting the current), bulbs (what the electricity powers), buzzers (what the electricity powers), batteries/cells (power source), and wires (connects components).
Explore voltage and its effects on an electrical circuit	The force that pushes current around a circuit is called voltage. Voltage is defined as a measure of electrical difference between two points in a circuit. It is measured by volts (V) and when cells in a circuit are connected their voltages are added together. This is measured by a voltmeter, which is connected in parallel to the connected cells.
Apply knowledge to identify and correct problems in a circuit	Bulbs have a V on them to indicate how much voltage it can handle. If a higher voltage than specified on a bulb is supplied, then the bulb will burn brighter and burn out quicker. Similarly, if too little voltage is supplied, it will burn out slower and shine much less bright. Connecting lots of cells means diminished voltage and all cells will receive less power because there is more resistance.
Investigate what affects the output of a circuit	In a simple series circuit containing a cell, a bulb and wires, the output from the bulb will diminish as more bulbs are added to the circuit. This happens because the extra bulbs create more resistance in the circuit and reduce the current flowing through them. The current is the same everywhere in a simple series circuit.
Build a set of traffic lights	In a series circuit the different components are all wired together one after the other within the same loop - the current flowing through each other components is identical. In parallel circuits, the different components are wired together in separate loops - the total current is shared between each of the components.
Apply knowledge of conductors and insulators	Conductors are materials that allow electrical current to travel through them. Insulators are materials the opposite - they do not allow current to travel through them. These need to be used carefully in a circuit because they can have a significant impact on how effective a circuit is. Insulators are important to keep you safe, and conductors are necessary to transport electrical flow.

Y6 teacher
information
from Developing
Experts.



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Writing

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Writing

- Clear sequence to teaching writing
- Curriculum developed from LGfL and based on genre led learning.
- Meets National Curriculum
- Long term plans and yearly overviews for each year group
- Genre overviews, sequence of lessons and suggested reading texts are written by a core group of teachers to support workload and ensure high standards across the trust.
- ITAFs to inform assessment
- CPD for staff on expectations, delivery and planning

English Overview

CET Primary Curriculum: Writing Overview 2023-24

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 & 2	F- Stories with imaginary settings N – Instructional writing	F- Stories with imaginary settings N – Instructional writing	F-Diaries N-Film Reviews	F- Descriptive writing - setting N- Instructional writing	F- Mystery and suspense writing N-Speech writing	F- Mystery and suspense writing N-Speech writing
Spring 1	NF- Persuasive writing P- Rhyming poems	NF- Persuasive writing P- Narrative poems	NF- Persuasive letters P- Free verse	NF- Persuasive letters P- Simile and Metaphor poems	NF- Formal review P- Extended narrative poems	NF- Formal review P- Extended narrative poems
Spring 2	F- Stories with familiar settings NF- Non-chronological writing	F- Stories with familiar settings NF- non-chronological writing	F- Folk Tales NF- Discussion texts	F- Folk Tales NF- Discussion texts	F- Adventure narrative NF- Explanation	F- Adventure narrative NF- Explanation
Summer 1	F- Traditional Tales NF- blogs/email	F- Traditional Tales NF- blogs/email	F- Twisted traditional tales NF- Biography	F- Twisted traditional tales NF- Biography	F- Stories from other cultures NF- Factual article writing	F-Detective fiction NF- Biased article writing
Summer 2	F- Stories from other cultures P-	F- Stories from other cultures P-	F- Playscript P-	F- Playscript P-	F- Short stories that convey a message - 100-word challenge P-	F- Short stories that convey a message - 100-word challenge P-

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Genre Overview

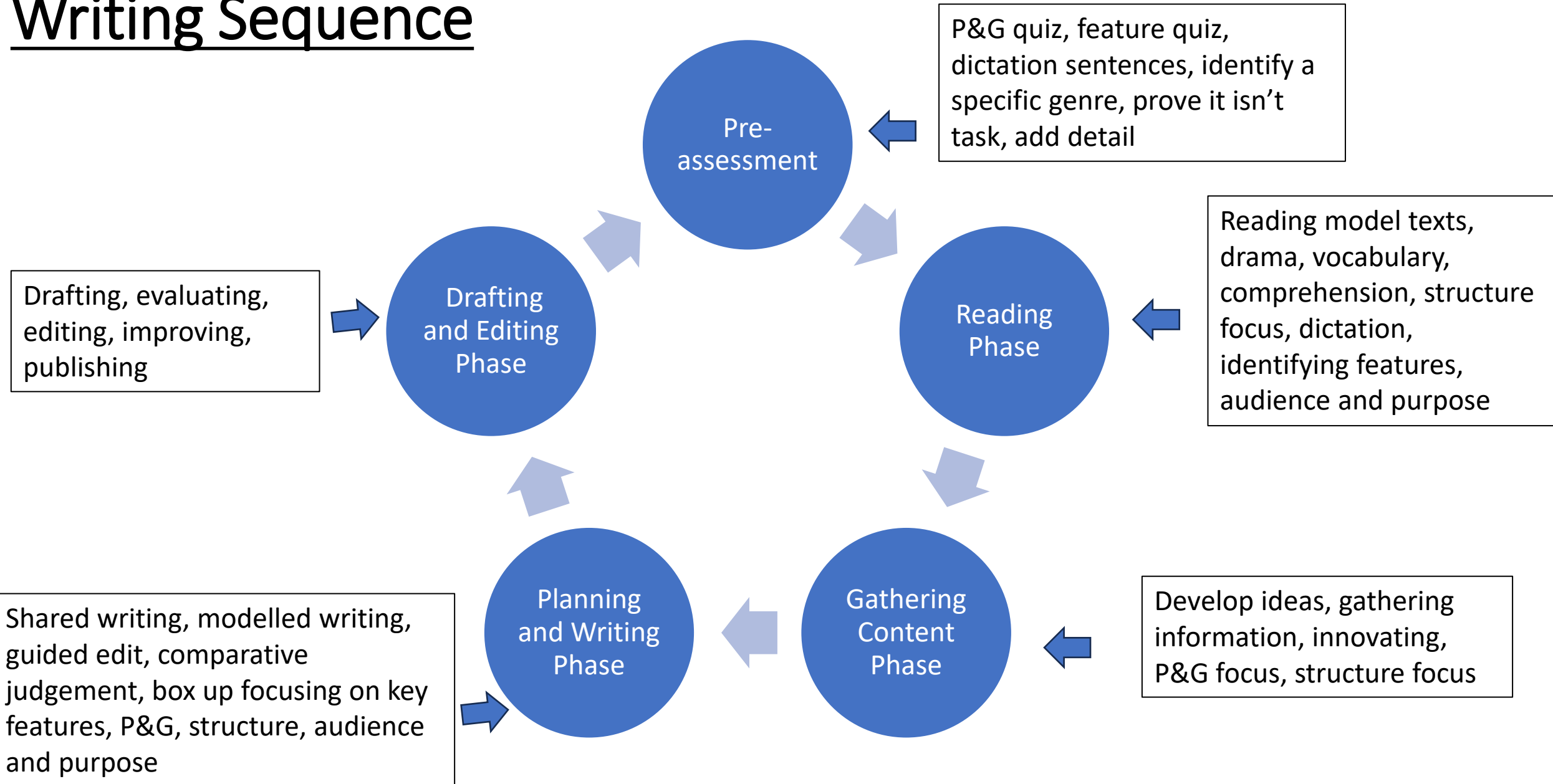
Key Stage One Purpose To persuade our friends to join a club. Audience Audience related to topic Genre Persuasion (Poster) Pre-Assessment Task Suggestions: <ul style="list-style-type: none"> Sort sentences into statement, question, exclamation and command and identify the punctuation used in them. 		Unit Title: Persuasion National Curriculum Link- Reading Year One/Two <ul style="list-style-type: none"> listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. link what they read or hear read to their own experiences. draw on what they already know or on background information and vocabulary provided by the teacher. check that the text makes sense to them as they read and correct inaccurate reading. Explain clearly their understanding of what is read to them. 	Possible Duration: 2 weeks National Curriculum Link- Writing Year One <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. Re-read what they have written to check it makes sense Compose a sentence orally before writing Plan or say out loud what they are going to write about. Year Two <ul style="list-style-type: none"> write down ideas and/or key words sentence by sentence. evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently— including verbs in the continuous form proof-read to check for errors in spelling, grammar and punctuation 	Key Learning- VPAG <ul style="list-style-type: none"> Begin to punctuate sentences with a capital letter, full stop, question mark or exclamation mark. Use expanded noun phrases to describe and specify. Use sentences with different forms To use subordination (when, if, that, because) and co-ordination (and, or, but) Use familiar and new punctuation correctly (e.g. commas for lists) Numbered steps Key Learning- Spellings Year 1 -spell common exception words in the Year 1 spelling appendix Spell words containing each of the 40+ phonemes taught so far- most words can be deciphered. use the suffixes -ing, -ed -er -est where no change is made to the root word Year 2 -spell common exception words Segment spoken words into phones and represent these with graphemes spelling many correctly. add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
Reading Phase Reading Phase Grammar warm-ups throughout the reading phase: focus on the use of present tense in persuasive adverts. Reading and responding <ul style="list-style-type: none"> Shared reading of a range of persuasive materials (including ICT resources) related to advertising events. Apply phonic strategies; model the blending of sounds; highlight alternative sounds for graphemes. Draw attention to tone and intonation; invite children to imitate. Identify audience and purpose; use the question hand to consider, <i>What is being advertised? Who is it trying to persuade? How effective is it?</i> Ask questions, make comparisons, explain reasons for choices and consider the viewpoint of others. Reading/Analysing <ul style="list-style-type: none"> Create a toolkit of features. Collect and discuss various persuasive devices, e.g. exaggeration, word play, repetition. Provide children with a range of persuasive material to read independently. 'Box-up' an existing poster/leaflet featuring an advert for a club. Identifying the feature/'job' of each section/paragraph. 		Gathering Content Phase Grammar warm-ups throughout the Gathering Content Phase: focus on commas in a list. Grammar warm-ups throughout the gathering content phase: focus on using the suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i> . <ul style="list-style-type: none"> Decide on specific content that needs to be gathered for both class and individual poster/leaflet. Gather content through a range of strategies, e.g. questioning; <i>what activities might be offered in your club?</i>; drama strategies, e.g. <i>hotseating</i> the organiser of the club. Support with independent reading, e.g. <i>Join our super vegetable crew</i>. Model organising ideas into the designed poster/leaflet planning layout, referring back to the features toolkit compiled. Invite children to do the same for their club. 	Planning and Writing Phase Grammar skills to be applied during the planning and writing phase: use of the present tense and using the suffixes <i>er</i> and <i>est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i> . <ul style="list-style-type: none"> Following the innovated boxed up plan, use shared writing techniques to model writing a section at a time of the poster/leaflet. Children follow the modelling each day from the whole class focus and use their own plan to inform writing. Use AFL, marking and feedback to adjust shared writing focus daily. Model proofreading to check for errors in spelling, grammar and punctuation. Following this modelling, allow children the opportunity to evaluate their writing with adults (guided time) and with peers. 	Independent Writing Task Children to write a poster (Y1) or leaflet (Y2) to persuade their peers to join a school club or support a school cause e.g. Save the Trees.
Learning Outcomes – Reading <ul style="list-style-type: none"> To explain how posters are written to persuade and with support identify the audience. Identify specific structural features of a persuasive poster including Title, subheadings, pictures and captions. 		Learning Outcomes - Gathering Content <ul style="list-style-type: none"> Explain the components of a statement sentence: Capital Letter, Full Stop, Verb, Noun. Use adjectives to persuade. Explain the components of a question sentence including, capital letter, question words and question mark. 	Learning Outcomes – Planning and Writing <ul style="list-style-type: none"> Children can draft and write key words and ideas sentence by sentence. Children can read writing aloud with support and recognise whether writing make sense. 	Proof Reading and Editing <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation Evaluate their writing with adults and peers Suggested Texts/ Authors: See suggested list in persuasion folder from Grammar resources as should use texts.

Writing sequence

Year 1/2 Spring 1: Persuasive Writing - Poster				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Pre-assessment task	Reading Phase	Reading Phase	Reading Phase	Gathering Content
<p>Task: Children to sort sentence types – statement, command, question, exclamation</p> <p>Teacher to assess children's understanding of punctuation required for each sentence type and children's understanding of the language used.</p>	<p><u>LO: To understand the purpose of a persuasive poster</u></p> <p>Task: Introduce the model text. (See 'Join My Space Crew' & 'Come to Super Sam's Circus'). Focus on the structure and layout, <u>purpose</u> and audience.</p> <p>By the end of the session children should be able to explain how posters are written to persuade an audience. <u>v c n</u></p>	<p><u>LO: To identify the structure of a persuasive poster</u></p> <p>Task: Children to piece together a jigsaw poster and discuss how they know where each piece goes. E.g. sub-headings are above information, pictures are near relevant information, titles stand out (usually the top or centre of the page)</p> <p>By the end of the session children should be able to: explain the structural features of a persuasive poster <u>including</u>: Title, subheadings, pictures, captions.</p>	<p><u>LO: To identify the features of a persuasive poster</u></p> <p>Task: Provide children with a WAGOLL with highlighted features. Children to name highlighted features using the correct grammatical term.</p> <p>By the end of the session children should be able to: Name and give examples of features found within a persuasive poster e.g. imperative verb, adjectives, questions, commands, exclamations, statements, present tense.</p>	<p><u>LO: To write a statement sentence</u></p> <p>Task: Children to write statement sentences which are facts about the club e.g. Space club will run every Thursday until Christmas.</p> <p>By the end of the session children should be able to explain the components of a statement sentence – CL, full stop, verb, <u>noun</u></p>
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Gathering Content	Gathering Content	Gathering Content	Gathering Content	Gathering Content
<u>LO: To use a range of adjectives to persuade</u>	<u>LO: To write questions to persuade</u>	<u>LO: To write commands</u>	<u>LO: To write exclamation sentences</u>	<u>LO: To use present tense</u>
<p>Task: Children to up-level statement sentences from previous lesson to include adjective/s. The fun <u>filled</u>, magical Space club will run every Thursday until Christmas.</p> <p>By the end of the session children should be able to identify adjectives to up-level sentence and explain the effect on the reader.</p>	<p>Task: Children to identify reasons why someone would want to join their club and form a question based on an expected answer to persuade e.g. Reason- Children want to know more about space, Question - Have you ever wanted to know more about space?</p> <p>Reason – Children are sick of the same clubs all the time,</p>	<p>Task: Children to be taught to use and identify a range of imperative verbs e.g. go, come, join, learn, meet, enjoy, invite, participate</p> <p>By the end of the session children should be able to write a command sentence using CL, imperative <u>verb</u> and full stop.</p>	<p>Task: Hot seating task. Children imagine they are in the club. Child 1 to make an <u>oral exclamation sentences</u> starting with What or How. Child 2 to write sentence in a speech bubble. Then change places. Children must write the sentence using CL and exclamation mark.</p> <p>By the end of the session children should be able to write</p>	<p>Task: Children to sort verbs into past and present tense. Children to edit sentences for their poster written in past tense so that they are written in simple present tense. E.g. Simple Past: The club <u>ran</u> every Thursday. Simple Present: The club <u>runs</u> every Thursday.</p> <p>By the end of the session children should be able to identify the verb in the sentence</p>

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Writing Sequence





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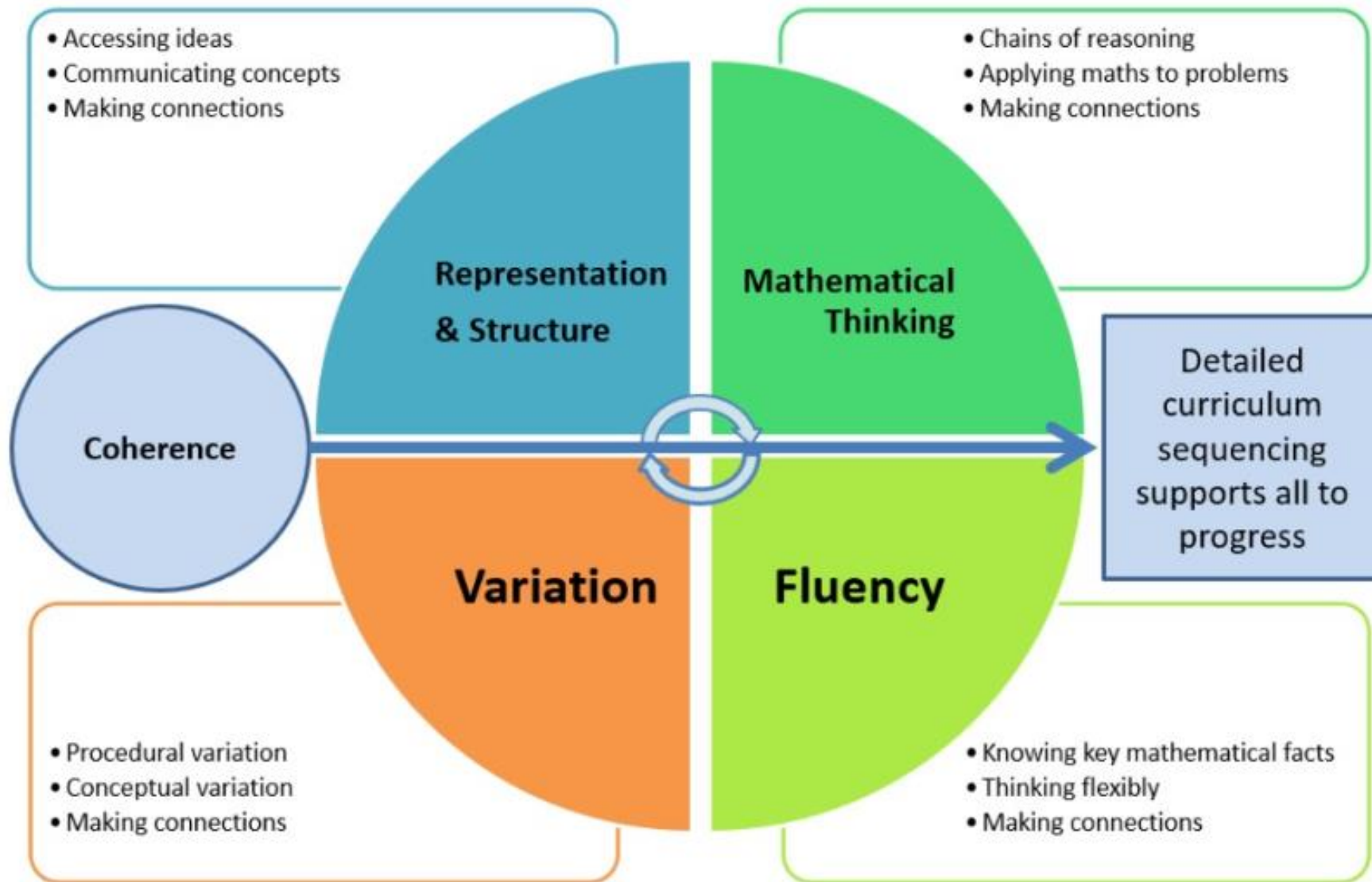
Maths

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Curriculum Overview

- Maths is taught through a Mastery approach which is based upon the Big Five Ideas: Coherence, Representation and Structure, Mathematical Thinking, Fluency and Variation.
- Planning in Maths is always mindful of the underpinning concepts contained in the Essence of Teaching for Mastery from the NCETM.
- We follow White Rose Maths Scheme, adapting it to meet the needs of our pupils.
- It fully covers the National Curriculum and is mapped against the NC criteria.
- We engage with the Northwest Maths Hub to upskill our staff in Mastery techniques to enhance the delivery of the curriculum.
- We supplement the main curriculum with regular Arithmetic and Multiplicative practice to develop automaticity in our pupils.

Teaching for Mastery



Principles

Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics.

Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.

Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.

Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.

Maths Lesson Design

Lessons are planned using the CET lesson sequence. The sequence allows for clear linkage between elements within the lesson.

All lessons are designed with links to prior learning to ensure all can access the new learning and identifies carefully sequenced steps in progression to build secure understanding.

Examples, representations and models are selected to expose the structure of mathematical concepts and emphasise connections, enabling pupils to develop a deep knowledge of mathematics.

It is recognised that practice is a vital part of learning, but the practice must be designed to both reinforce pupils' procedural fluency and develop their conceptual understanding.

CET Maths Daily Flow Chart



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Our typical lessons

Pupils are taught through whole-class interactive teaching, enabling all to master the concepts necessary for the next part of the curriculum sequence.

In a typical lesson, the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion, enabling pupils to think, reason and apply their knowledge to solve problems.

Use of precise mathematical language enables all pupils to communicate their reasoning and thinking effectively.

If a pupil fails to grasp a concept or procedure, this is identified quickly, and gaps in understanding are addressed systematically to prevent them falling behind.

Significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning.

Key number facts are learnt to automaticity, and other key mathematical facts are learned deeply and practised regularly, to avoid cognitive overload in working memory and enable pupils to focus on new learning.



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Non-core curriculum

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Non-Core curriculum

- Research based – see matrix within the research section
- Majority of the subjects are based on the KAPOW curriculum because:
 - ☐ It meets national curriculum
 - ☐ Have progress measures
 - ☐ Subject leadership information
 - ☐ Teaching support videos
 - ☐ Wide range of resources
 - ☐ Knowledge organisers
 - ☐ Exit ticket suggestions

Progression of skills and long-term plans

Subjects > History

Knowledge and skills developed

- ✓ Substantive concepts: discovering and understanding the driving forces behind events in human history.
- ✓ Disciplinary concepts: building the understanding necessary to become young historians.
- ✓ Historical enquiry: developing analytical and investigative methods for approaching historical questions.

Quick links for subject planning

Long-term plans



Intent, implementation and impact



Progression of skills and knowledge



All subject planning resources

Planning for both single age and mixed age

Explore

Reception

Key stage 1

Lower key stage
2

Upper key stage
2

Mixed-age Year
1/2

Mixed-age Year
3/4

Mixed-age Year
5/6

CPD

History webinars

- ✓ Teach about the coronation and monarchy with confidence
- ✓ An introduction to History

View all



Calling History subject leaders!

Seeking support as a History Subject Leader? Our toolkit offers essential, free resources for effective management and planning improvement, including pupil surveys, teacher audits, and Ofsted preparation, to enhance your teaching quality.

Get your free resources!





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Assessment

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Assessment of Reading

- Half termly phonic assessments in line with the schools scheme.
- Phonics screening for Y1 and Y2 children
- HeadStart assessments for Year 1-6
- SATs for KS2

Assessment of writing - ITAF

Key Stage Two Writing Moderation								
Working at the expected standard.								
Date:								
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader <i>KAP The child has used the correct content for audience and purpose.</i>								
In narratives, describe settings, characters and atmosphere								
Integrate dialogue in narratives to convey character and advance the action.								
Select vocabulary and grammatical structures that the piece of writing requires. <i>KAP Across 75% of the writing sample.</i>	contractions							
	Passive verbs							
	Modal verbs							
Use verb tenses consistently and correctly through the writing. <i>KAP Across 75% of the writing sample.</i>								
Show awareness of sentence structure by embedding a range of clauses.								
Use a range of devices to build cohesion within and across a paragraph	Conjunctions							
	Adverbials							
	Pronouns							
	Synonyms							
Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) <i>KAP Across 75% of the writing sample.</i>								
Spell correctly most words from the year 5/year 6 spelling lists <i>KAP Across 75% of the writing sample.</i>								
Maintain legibility in joined handwriting when writing at speed								

Assessment of Maths

- Pre and post tests on topics to inform planning, check prior learning and assimilation of knowledge.
- Ongoing AFL in lessons through questioning, feedback, live marking and other techniques.
- TTRS for checking automaticity of multiplication knowledge.
- Formal termly assessments on topics studied and end of year synoptic assessment.
- Trial external tests such as MTC and SATs to ensure pupils are best able to demonstrate attainment at their appropriate level.



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Monitoring

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Monitoring

- Schools have schedule monitoring to check on standards using different activities such, Weekly learning walks with specific focus linked to SEF/SSI, Learning looks (looking at books and pupil voice), Weekly SLT meeting, Weekly staff meeting/CPD focus, Teacher/team briefings, Subject deep dives, Learning walks with SILs, SEND focus activities, CPD training local to school needs, Lesson drops ins and observations, Playtime and lunchtime observations, Supervision or moderating standards of work across the curriculum.
- Planning is checked by SLT weekly prior to teaching.
- The schools are supported by SILs
- Regular learning walks are undertaken with a focus on environment developments and how reading is promoted.
- Pupil voice about reading is taken on a regular basis and feeds into the choices of books available.
- External and internal reviews held.



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Research and further reading

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Suggested Reading and Research

- Focus Education Reading Skills for KS2 (KS1 is being written for us)
- RWI Mirrors and Window
- Ofsted review <https://www.gov.uk/government/publications/curriculum-research-review-series-english>
- DfE July Publication [The reading framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and summery sheet.
- Operating Classroom Aesthetic Reading Environment to Raise Children's Reading Motivation [EJ1086186.pdf \(ed.gov\)](#)
- Primary Huh Curriculum conversation written by Mary Myatt and John Tomsett – Reading p103
- The Art and Science of Teaching Primary Reading written by Christopher Such
- Debates in Primary Education, Chapter 7 The teaching of Early Reading p91

Research

Curriculum matrix

	KAPOW	Cornerstones	Dimensions	Focus	Essentials	PKC	Plan Bee
Whole School (all <u>non subjects</u>)	✓	✓	✓	✓	✓	Art/Hist/Geog	✓
Whole School (including core)		✓		✓	✓	Eng/Sci	✓
EYFS included	✓	✓	✓	✓	✓	✓	
Knowledge based progression	✓	✓		✓	✓	✓	✓
Skills based progression	✓	✓		✓	✓	✓	✓
Lesson planning available	✓	✓				✓	✓
Knowledge organisers	✓	✓					
Mixed age planning options	Some	?		Some	Some		Some
Adaptation option available		✓	✓	✓			✓
Current and up to date (revised/input last 3 years)	✓	✓	✓	✓	✓	✓	✓
Evidence based	?	✓				✓	?
Three I's included	✓						
Resources and toolkits	✓	✓	✓			✓	✓
Built in assessment		✓					✓
CPD available	✓	✓	✓	✓	✓	✓	✓
Cost	£960 per school	?	?	£500 annually			£700-1200

Alongside:

- Reflections of what we currently offer
- National Oak Academy
- Online Curriculum forums
- Curriculum conferences
- Reading – Curriculum Huh and Curriculum Huh 2

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