



English

**Curriculum Intent, Implementation and Impact
for English at Co-op Academy Broadhurst**

Why is English an important part of the curriculum at Broadhurst?

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Article 29 (Goals of education) Education must develop every child's personality, talents and abilities to the full.

Our aims are that our pupils are able to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We recognise that the skills our pupils learn in English can greatly enhance their skills, knowledge and understanding in other subjects and enable them to make links within and across subjects.

Why is English an important part of the curriculum at Broadhurst?

At Co-op Academy Broadhurst we aim to foster a love of literacy in every child through immersing them throughout their primary education in high quality texts. Our literacy curriculum builds on children's previous learning and aims to strengthen each of the literacy strands; spoken language, reading and writing.

We aim to promote high standards of literacy and language by equipping children with a strong command of spoken language through opportunities of role play and drama, and to develop their love of literature through widespread reading for enjoyment and writing with purpose. The mapping of Literacy across school shows clear progression in line with age related expectations.

We believe that our curriculum allows children to develop socially, emotionally, intellectually and spiritually by choosing texts which are rich and balanced to provide appropriate challenge for each year group in their reading and writing tasks. Writing lessons enable children to explore these texts by following our medium term planning sequence where children predict, read, analyse, plan, edit, write and read aloud. We aim to plan lessons which give children a purpose and an audience for their writing to ensure our high expectations are achieved with children writing with purpose and value.

Teachers are supported through regular CPD and curriculum development days ensuring confidence in the skills and knowledge they are required to teach.

What are the key knowledge concepts in English at Broadhurst? (What do the children need to know?)

Spoken Language	Reading	Writing
<p>Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.</p>	<p>Word Reading Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p>Comprehension (both listening & reading) Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.</p> <p>It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.</p>	<p>Transcription</p> <ul style="list-style-type: none">● Spelling <p>Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</p> <ul style="list-style-type: none">● Handwriting <p>Writing also depends on fluent, legible and, eventually, speedy handwriting.</p> <p>Composition Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p> <p>Vocabulary, Grammar and Punctuation</p>

What are the key knowledge concepts in English at Broadhurst? (What do the children need to know?)

Phonics and Early Reading



Phonics (reading and spelling)

At Co-op Academy Broadhurst, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Co-op Academy Broadhurst, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Co-op Academy Broadhurst, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

What does the English curriculum look like at Co-op Academy Broadhurst?

At Co-op Academy Broadhurst we are creative and personal in our approach to implementing a high-quality English curriculum. Our implementation is developed through secure understanding of the curriculum and subject area.

Phonics / Spelling	<ul style="list-style-type: none">● Phonics - Little Wandle Letters and Sounds Revised● Spelling - Spelling Shed Scheme, The Science of Spelling
Reading	<ul style="list-style-type: none">● Little Wandle Reading Practice Sessions● Whole Class Guided Reading● Reading for pleasure● Class text● Independent reading tasks - question mats, comprehensions, Reading Explorer
Writing	<p>Four purposes of writing / The 7 Stages of Writing</p> <p>Writing lessons are planned and taught following a writing sequence where teachers plan and deliver motivating and exciting writing opportunities based around their chosen text.</p>



What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhyme
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Programme Progression - Reception

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with -s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags) 	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Programme Progression - Reception

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	

What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Programme Progression - Reception

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words	
Week 4	root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	root words ending in: -er, -est longer words	



What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Programme Progression - Year 1

Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Programme Progression - Year 1

Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Programme Progression - Year 1

Spring 1

	Phase 5 graphemes	New tricky words
Week 1	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	any many again
Week 2	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	who whole where two
Week 3	/l/ le al apple metal /s/ c ice /v/ ve give	school call different
Week 4	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	thought through friend work
Week 5	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	

What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Programme Progression - Year 1

Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ ze freeze	

*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading



Programme Progression - Year 1

Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	i tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading



Programme Progression - Year 1

Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

What does the English curriculum look like at Co-op Academy Broadhurst?



Phonics and Early Reading

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily 'Keep-Up' support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Rapid Catch Up Programme (at least 3 times per week) - We timetable daily phonics lessons for any child in Year 2 and KS2 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.



What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Teaching reading: Reading practice sessions 2-3 times a week

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ['Application of phonics to reading'](#)
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.



What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Home reading

The decodable reading practice book is accessed via the eBook library at home to ensure success is shared with the family.

- Reading for pleasure books (sharing books) also go home for parents to share and read to children
- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

Every teacher and teaching assistant in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.

Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.

Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.

The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.



What does the English curriculum look like at Co-op Academy Broadhurst?

Phonics and Early Reading

Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Co-op Academy Broadhurst and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Each class has a designated time slot to visit ur new school library.
- Author of the half term - within KS1 & KS2, the children study and experience a different author each half term.
- Pie Corbett's Reading for Pleasure - each class has access to their year group texts recommended by Pie Corbett.
- Reading Rucksack Reading Incentive - each week a child is rewarded with the Reading Rucksack, they are able to choose a book from ur new school library to enjoy, along with a few other reading treats.
- Reading Celebration Assembly - every half term, each class presents what they have been enjoying reading.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

What does the English curriculum look like at Co-op Academy Broadhurst?

Reading

Guided Reading	
Reception & Year 1	2 x Little Wandle Reading Sessions per week
Year 2 & KS2	<p>45mins-1 hour Weekly Whole Class Guided Reading Session - VIPERS / KS2 reading scheme (covering all reading strands)</p> <p>Independent Reading Tasks - using Reading Explorers or reading comprehensions from Literacy Shed, Twinkl or Grammarsaurus or Question Mats</p> <p>2 x Little Wandle Reading Sessions per week (for those children who have not completed the Little Wandle Phonics Programme, this will replace WCGR in Y2)</p>

What does the English curriculum look like at Co-op Academy Broadhurst?

Writing

Writing curriculum:

https://docs.google.com/document/d/16mtxScC_l3f5wJuITE-4vpANUBHfYMhg6Dv2eC534Gw/edit

Poetry Curriculum:

<https://docs.google.com/document/d/1fiKpH8Wxo53xEEDVp7CWTaIIJgVcfLI/edit>

Spelling Curriculum:

<https://www.spellingshed.com/en-gb/scheme>

What does the English curriculum look like at Co-op Academy Broadhurst?

Spelling

The EEF Improving Literacy In Key Stage 2 Guidance Report says:

‘Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. Many of the skills that support word reading will also support spelling, but spelling demands great specificity and has different motor demands. There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested.

Phonics provides a foundation for effective spelling, which can be applied alongside other strategies such as focusing on morphemes. By analysing the types of spelling errors pupils make it is possible to provide support specific to their needs.’

The report goes on to identify the most common spelling errors as being phonological, orthographical or morphological.

Spelling Shed 2022 provides the tools to explicitly teach in a way that addresses these kinds of needs while giving 100% National Curriculum coverage.

What does the English curriculum look like at Co-op Academy Broadhurst?

Spelling Shed

Medium Term Plan: Stage 1

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'	Compound words and words with unstressed vowels	Words with the split digraph 'o_e'	Words where the digraph 'er' is stressed	Words where the digraph 'ou' makes an /ow/ sound	Words with the trigraph 'igh'
Week 2	Words with the /k/ spelt 'k' and 'nk' spelling pattern	Words with the digraphs 'ai' and 'oi'	Words with the split digraph 'u_e'	Words where the digraph 'er' is unstressed	Words where the digraph 'ow' makes an /ow/ or /oa/ sound	Words with the digraph 'or' and the trigraph 'ore'
Week 3	Words with the trigraph 'tch'	Words with the digraphs 'ay' and 'oy'	Words with the digraph 'ar'	Words with the digraphs 'ir' and 'ur'	Words ending in 'y' /ee/ and 've' /v/	Words where 'aw' and 'au' make an /or/ sound
Week 4	Adding '-s' and '-es' to make plurals	Words with the split digraph 'a_e'	Words with the digraph 'ee'	Words with the digraph 'oo' /oo/	Words with the digraphs 'ue' and 'ew'	Words with the trigraphs 'air' and 'ear'
Week 5	Adding the suffixes '-ing' and '-ed'	Words with the split digraph 'e_e'	Words where the digraph 'ea' makes an /ee/ sound	Words with the digraph 'oo' /u/	Words where the 'ie' makes an /igh/ sound	Words where the trigraphs 'air' and 'ear' make an /air/ sound
Week 6	Adding the prefix 'un-' and the suffixes '-er' and '-est'	Words with the split digraph 'i_e'	Words where the digraph 'ea' makes an /e/ sound	Words where the digraphs 'oa' and 'oe' make an /oa/ sound	Words where 'ie' makes an /ee/ sound	Words with the digraphs 'ph' and 'wh'

What does the English curriculum look like at Co-op Academy Broadhurst?

Spelling Shed

Medium Term Plan: Stage 2

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'dge' makes a /j/ sound	Words where 'wr' makes a /r/ sound at the beginning of words	Words where 'y' makes an /igh/ sound	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where 'ey' makes an /ee/ sound	Words that are homophones or near homophones
Week 2	Words where 'ge' makes a /j/ sound	Words ending in 'le'	Words where '-es' is added to words ending in 'y'	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones
Week 3	Words where 'g' makes a /j/ sound	Words ending in 'el'	Words where '-ed' is added to words ending in 'y'	Words where '-ed' is added to single syllable words	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words ending in '-tion'
Week 4	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words ending in 'al'	Words where '-er' and '-est' are added to words ending in 'y'	Words where 'a' makes an /or/ sound	Words where 's' makes an /z/ sound	Words containing an apostrophe for contraction
Week 5	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Words ending in 'il'	Words where '-ing' is added to words ending in 'e'	Words where 'o' makes an /u/ sound	Words ending in '-ment' and '-ness'	Words containing an apostrophe for possession
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words ending in '-ful' and '-less'	Challenge Words

What does the English curriculum look like at Co-op Academy Broadhurst?

Spelling Shed

Medium Term Plan: Stage 3

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ends in 'ch'	Words that end in 'sion'
Week 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 3	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in '-le'	Words ending in 'gue' and 'que'	Revision of spelling patterns learned in Stage 3
Week 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns learned in Stage 3
Week 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns learned in Stage 3
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 3

What does the English curriculum look like at Co-op Academy Broadhurst?

Spelling Shed

Medium Term Plan: Stage 4

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words that are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /or/ sound	Words that are homophones	Challenge Words
Week 2	Words with the prefix 'in-'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words containing an apostrophe for possession
Week 3	Words with the prefixes 'il-', 'im-' and 'ir-'	Words ending '-ly'	Words ending in '-ous' where the ge from the root word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision of spelling patterns learned in Stage 4
Week 4	Words with the prefix 'sub-'	Words ending '-lly'	Words where 'i' makes an /ee/ sound	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision of spelling patterns learned in Stage 4
Week 5	Words with the prefix 'inter-'	Words where 'ch' makes a /sh/ sound	Words ending in '-ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-', 'anti-' and 'auto'	Revision of spelling patterns learned in Stage 4
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-'	Revision of spelling patterns learned in Stage 4

What does the English curriculum look like at Co-op Academy Broadhurst?

Spelling Shed

Medium Term Plan: Stage 5

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in '-tious' and '-ious'	Words ending in '-ant'	Words ending in '-able', where the 'e' from the root word remains	Words spelled with 'ie' after c	Words that are homophones or near homophones	Words with hyphens
Week 2	Words ending in '-cious'	Words ending in '-ance' and '-ancy'	Words that are adverbs of time	Words where 'ei' makes an /ee/ sound	Words that are homophones	Challenge Words
Week 3	Words ending in /shul/ spelled '-cial'	Words ending in '-ent' and '-ence'	Words ending in '-fer'	Words where 'ough' makes an /or/ sound	Words that are homophones	Revision of spelling patterns learned in Stage 5
Week 4	Words ending in /shul/ spelled '-tial'	Words ending in '-able' and '-ible'	Words with 'silent' first letters	Words containing 'ough'	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 5	Words ending in /shul/ spelled '-cial' and '-tial'	Words ending in '-ably' and '-ibly'	Words with 'silent' letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 5

What does the English curriculum look like at Co-op Academy Broadhurst?

Spelling Shed

Medium Term Plan: Stage 6

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
Week 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives to describe feelings
Week 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Adding the suffix '-ibly' to create an adverb	Adjectives to describe characters
Week 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '-cial'	Words ending in '-ent' and '-ence'	Grammar Vocabulary 1
Week 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '-tial'	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Week 6	Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary

What does the English curriculum look like at Co-op Academy Broadhurst?

Marking and Feedback

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, helps them to embed learning swiftly and enables accelerated learning.

Children's work must be marked (by the teacher) in order to inform future teaching and learning. This may happen within the lesson, not just after the lesson has finished.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Time needs to be provided to address errors and/or to respond to the teacher's marking and feedback. We call this 'fix-it'.

Refer to the Marking and Feedback Policy for additional information:

<https://docs.google.com/document/d/1C9jxkhke7hb3pdDEaWyU7XujoUDD0ENt/edit>

How do we plan for progression within English at Broadhurst?

Rationale for progression

- The curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Knowledge that is taught builds on prior learning and is therefore more in-depth
- Increasing complexity of subject specific language and precision is expected
- Children will be able to think critically and develop a more rigorous understanding of English
- Children are able to talk about their learning using the appropriate vocabulary
- Children will develop their understanding and use of ambitious vocabulary

How do we plan for progression of knowledge and skills within English at Broadhurst?

Reading

A Year 1 reader

Word reading

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- I can read words of more than one syllable that contain taught GPCs.

Comprehension

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct when it doesn't.
- I can draw inferences from the text and/or the illustrations. (beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Reading

A Year 2 reader

Word reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learned.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Reading

A Year 3 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Reading

A Year 4 reader	
Word reading <ul style="list-style-type: none"> I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	Comprehension <ul style="list-style-type: none"> I know which books to select for specific purposes, especially in relation to science, geography and history learning. I can use a dictionary to check the meaning of unfamiliar words. I can discuss and record words and phrases that writers use to engage and impact on the reader. I can identify some of the literary conventions in different texts. I can identify the (simple) themes in texts. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. I can explain the meaning of words in context. I can ask relevant questions to improve my understanding of a text. I can infer meanings and begin to justify them with evidence from the text. I can predict what might happen from details stated and from the information I have deduced. I can identify where a writer has used precise word choices for effect to impact on the reader. I can identify some text type organisational features, for example, narrative, explanation and persuasion. I can retrieve information from non-fiction texts. I can build on others' ideas and opinions about a text in discussion.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Reading

A Year 5 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
- I can identify significant ideas, events and characters; and discuss their significance.
- I can recite poems by heart, e.g. narrative verse, haiku.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Reading

A year 6 reader

Word reading

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Writing

A Year 1 writer

Transcription

Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount and event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Writing

A Year 2 writer		
Transcription <u>Spelling</u> <ul style="list-style-type: none"> I can segment spoken words into phonemes and record these as graphemes. I can spell words with alternative spellings, including a few common homophones. I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. I can identify phonemes in unfamiliar words and use syllables to divide words. <u>Handwriting</u> <ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another. I can begin to use some of the diagonal and horizontal strokes needed to join letters. I show that I know which letters are best left unjoined. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I use spacing between words that reflects the size of the letters. 	Composition <ul style="list-style-type: none"> I can write narratives about personal experiences and those of others, both real and fictional. I can write for different purposes, including real events. I can plan and discuss the content of writing and record my ideas. I am able to orally rehearse structured sentences or sequences of sentences. I can evaluate my own writing independently, with friends and with an adult. I can proof-read to check for errors in spelling, grammar and punctuation. 	Grammar and punctuation <u>Sentence structure</u> <ul style="list-style-type: none"> I can use subordination and co-ordination. I can use expanded noun phrases. I can say how the grammatical patterns in a sentence indicate its function. <u>Text structure</u> <ul style="list-style-type: none"> I consistently use the present tense and past tense correctly. I can use the progressive forms of verbs in the present and past tense. <u>Punctuation</u> <ul style="list-style-type: none"> I use capital letters for names of people, places, day of the week and the personal pronoun 'I'. I correctly use question marks and exclamation marks, I can use commas to separate items in a list. I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Writing

A Year 3 writer		
Transcription <u>Spelling</u> <ul style="list-style-type: none"> I can spell words with additional prefixes and suffixes and understand how to add them to root words. I recognise and spell homophones. I can use the first two or three letters of a word to check its spelling in a dictionary. I can spell words correctly which are in a family. I can spell the commonly <u>mis-spelt</u> words from the Y3/4 word list. I can identify the root in longer words. <u>Handwriting</u> <ul style="list-style-type: none"> I use the diagonal and horizontal strokes that are needed to join letters. I understand which letters should be left <u>unjoined</u>. 	Composition <ul style="list-style-type: none"> I can discuss models of writing, noting its structure, grammatical features and use of vocabulary. I can compose sentences using a wider range of structures. I can write a narrative with a clear structure, setting, characters and plot. I can write non-narrative using simple organisational devices such as headings and sub-headings. I can suggest improvements to my own writing and that of others. I can make improvements to grammar, vocabulary and punctuation. I use a range of sentences with more than one clause by using a range of conjunctions. I use the perfect form of verbs to mark the relationship of time and cause. I can proof-read to check for errors in spelling and punctuation. 	Grammar and punctuation <u>Sentence structure</u> <ul style="list-style-type: none"> I can express time, place and cause by using conjunctions, adverbs and prepositions. <u>Text structure</u> <ul style="list-style-type: none"> I am starting to use paragraphs. I can use headings and sub headings. I can use the present perfect form of verbs instead of the simple past. <u>Punctuation</u> <ul style="list-style-type: none"> I can use inverted commas to punctuate direct speech.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Writing

A Year 4 writer

Transcription

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Writing

A year 5 writer

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Grammar and punctuation

Sentence structure

- I can use relative clauses.
- I can use adverbs or modal verbs to indicate a degree of possibility.

Text structure

- I can build cohesion between paragraphs.
- I can use adverbials to link paragraphs.

Punctuation

- I can use brackets, dashes and commas to indicate parenthesis.
- I can use commas to clarify meaning or avoid ambiguity.

How do we plan for progression of knowledge and skills within English at Broadhurst?

Writing

A Year 6 writer		
Transcription <u>Spelling</u> <ul style="list-style-type: none"> I can convert verbs into nouns by adding a suffix. I can distinguish between homophones and other words which are often confused. I can spell the commonly <u>mis-spelt</u> words from the Y5/6 word list. I understand that the spelling of some words need to be learnt specifically. I can use any dictionary or thesaurus. I use a range of spelling strategies. <u>Handwriting</u> <ul style="list-style-type: none"> I can choose the style of handwriting to use when given a choice. I can choose the handwriting that is best suited for a specific task. 	Composition <ul style="list-style-type: none"> I can identify the audience for and purpose of the writing. I can choose the appropriate form and register for the audience and purpose of the writing. I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. I use a range of sentence starters to create specific effects. I can use developed noun phrases to add detail to sentences. I use the passive voice to present information with a different emphasis. I use commas to mark phrases and clauses. I can sustain and develop ideas logically in narrative and non-narrative writing. I can use character, dialogue and action to advance events in narrative writing. I can summarise a text, conveying key information in writing. 	Grammar and punctuation <u>Sentence structure</u> <ul style="list-style-type: none"> I can use the passive voice. I vary sentence structure depending whether formal or informal. <u>Text structure</u> <ul style="list-style-type: none"> I can use a variety of organisational and presentational devices correct to the text type. I write in paragraphs which can clearly signal a change in subject, time, place or event. <u>Punctuation</u> <ul style="list-style-type: none"> I can use the semi-colon, colon and dash. I can use the colon to introduce a list and semi-colon within lists. I can use a hyphen to avoid ambiguity.

Use of English Books and Writing Books

English Books – ‘This is where we practise our writing!’

Children should complete ‘The Seven Stages of Writing’ within this book.

The 7 Stages of Writing	
Stage	Sequence of learning
1	Introduce text type through class text KS1 - reading skills linked to class text KS2 - chapter study
2	Grammar focus / link
3	Share model texts - unpick features
4	Planning activity
5	Shared write
6	Writing of the text type
7	Evaluate, edit and proofread

Use of English Books and Writing Books

Writing Book – ‘This is where we showcase our writing!’

The children should be given the opportunity to complete 1 piece of extended writing each half term. In KS1, the writing should be linked to the class read or current topic. In KS2, the stimulus for writing can also be standalone and not always linked to the class read or current topic. The ‘cold write’ approach is not acceptable within any writing sessions. Writing prompts and a success criteria must still be provided within the writing session, although the success criteria should become less prescriptive as the year progresses. During a writing session, the class teacher is expected to support one group throughout the entire session, providing the children of the group with direct, tailored support and instant feedback. The group receiving the support must be rotated each session. ‘S’ for support should be written in the top corner of the margin to indicate which children / group have had support throughout.

This book will be passed on to the next year group as the children progress through school. This will showcase their writing learning journey throughout their school life.

How do we know that the children have made progress in English?

Assessment

At Co-op Academy Broadhurst, we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and endeavor to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

AfL

At Co-op Academy Broadhurst, we recognise that AfL lies at the heart of promoting learning and in raising standards of attainment. Assessment is an integral part of teaching and learning and is a continuous process.

Teachers make ongoing assessments of children daily through;

- regular marking of work
- analysing errors and picking up on misconceptions
- asking open questions and listening to answers
- facilitating and listening to discussions
- making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

How do we know that the children have made progress in English? Phonics and Early Reading



Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need
- by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

The *Little Wandle Letters and Sounds Revised* placement assessment is used:

- with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

Children in Year 2 to 6 are assessed through:

- their teacher's ongoing formative assessment
- the *Little Wandle Letters and Sounds* placement assessment
- the appropriate half-termly assessments.

How do we know that our English Curriculum is successful?

Summative Assessments

Within Co-op Academy Broadhurst, formal assessments (NTS tests) are used at the end of each term in order to support teacher assessment. These are completed by all year groups in KS1 and KS2. Analysis is done at both a quantitative and qualitative level. Information gained is used to set focused curricular targets (what to teach) and also to determine which strategies or methods are particularly effective in respect of specific areas of English (the how and why).

Year 2 and Year 6 complete the statutory tests at the end of the year.

Pupil progress

Teachers track and record the children's progress against the objectives for their year group each term on Otrack/FFT and the data is discussed during pupil progress. At the end of each term, all year groups complete NTS assessments which are used to support teacher assessment.

After teachers have recorded their teacher assessment and collected data from the formal assessments, SLT (along with the class teacher) identify which pupils or groups of pupils are not on track to meet their personal targets and take steps to improve their attainment and progress. A class action plan is created, implemented and reviewed at the next pupil progress meeting. More able children will be identified and suitable learning challenges will be provided. Pupils identified with SEND will have work differentiated and be supported by additional adults when appropriate.

How do we know that our English Curriculum is successful?

Pupil Voice

Groups of children will take part in pupil interviews each term. Judgements will be made on the success of teaching and learning in English depending on how they are able to talk about their learning, how it links to previous learning and how they can evaluate their attainment in English. They will also have the opportunity to ask questions and answer questions on how the curriculum can be improved further.

Assessment Analysis

The subject leader will analyse data using O Track. This will be used in conjunction with lesson observations, pupil voice and work scrutiny to make an overall judgement on the impact of English at Co-op Academy Broadhurst.