TREVITHICK

CURRICULUM DESIGN FOR RWM




INTENT

To make the learning …

Stick

Link

Useful

Build

THE LIVING CURRICULUM

(Adventurous Experiences)

The Venture 60	Surfing	Beach School	Forest School	Outdoor Nursery	The Three Peaks	Learning to learn week	Jurassic Coast	Lands End Resid	Bristol Resid	London Resid	Manchester Resid	Wimbledon	Adventurous playtimes

THE DISCRETE CURRICULUM

(The Daily Deal)

TFW	Read Write Inc	Mastery Maths	Shared Reading	Reading Spines	Topics	Morning Maths	Homework & Reading	Trips/visits/ experiences

IMPACT

High standards:

Literacy

Oracy

Numeracy

Cultural Capital

Our Approach at TLA:

Our curriculum is put together to provide relevant, subject specific knowledge that builds in complexity over time; taught through memorable experiences.

We recognise that learning is acquiring knowledge and that the children's skills will develop as they learn more.

Our curriculum selects what we regard as invaluable knowledge for children here at Trevithick.

We recognise that expanding children's vocabulary and teaching them the oracy skills to use it , play a key part in driving academic success.

Our DISCRETE curriculum, driven by curriculum systems like TFW and RWI, provides structured approaches to delivering content and skills through the age phases.

Our LIVING curriculum adds exciting experiences rich in relevant knowledge and skills that develop children's understanding of their locality and Britain's diversity.

STICK	LINK	USEFUL	BUILD
The learning is memorable, fun and repeated to make it stick in the memory	Children can link different areas of learning to enhance understanding	The knowledge is relevant to the children here at TLA	There is a planned progression of knowledge and therefore skill progression follows

THE VENTURE 60

Climb a tree			
Build your own den			
Build a bridge across a river			
Sleep in a bivi/shelter			
Camp out in a tent			
Go on a night hike			
Track a wild animal			
Find your way using a map and compass			
Dam a stream			
Create some wild artwork			
Learn to surf and jump in the waves			
Visit a working farm			
Hike up a big hill			
Explore a cave			
Hunt for minibeasts			
Forage a meal			
Build a raft			
Light a fire without matches/lighter			
Cook on a campfire			
Try rock climbing			
Canoe on a river/lake/sea			
Plant it, grow it, eat it			
Go sea swimming			
Learn to ride a balance bike			
Learn to ride a pedal bike			
Go on a long off road bike ride			
Pack my own rucksack			
Put up my own tent			
Learn to tie 3 different knots			
Run down a sand dune			



THE VENTURE 60

Complete a beach clean			
Go Geocaching			
Identify 5 different trees			
Defend a fortress			
Make a meal on a camping stove			
Walk between two trees on a strap line			
Build my own bow and arrow			
Find some buried treasure			
Go scrambling on the rocks			
Carry out an environmental survey			
Go underground			
Bake some bread on a fire			
Climb a boulder			
Catch a fish			
Climb a mountain			
Go on my own to the shops			
Jump off rocks into the sea			
Dig a deep hole			
Crawl through some mud			
Make a mud pie			
Have a water fight			
Have a battle with a sword			
Skim a stone			
Plant a tree			
Draw a map			
Follow a trail			
Make paint and dyes from nature			
Identify 6 different birds			
Identify 6 species in a rock pool			
Beat the tide in a tide race			



LIVING CURRICULUM EXAMPLES	Nur-Rec	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
	Venture Centre (Outdoor Nursery) Forest School	Forest School (Pendarves Woods)	Beach School (Godrevy)	Walking the Coastal Path	Surfing Lessons (Gwithian)	John Muir Award Bushcraft
NATURAL SUBJECT LINKS	HSC KUW PD PSED C&L	Science Geography Art HAL	Geography Science HAL Art	Starting in SPRING 2 (Pendarves Woods) (Carn Marth)	Geography Science HAL	Geography PSHE HAL
KNOWLEDGE	Seasonal change Food preparation Fire safety Risk assessment Outdoor safety Wildlife Artistic media	Seasonal change Flora and fauna River dynamics Decomposition Food sources Cooking techniques Food preparation Navigating Artistic materials Environmental	Locality River dynamics Weather & tides Beach Safety Flora & Fauna Seasonal change Forces Materials Geomorphology Environmental	Starting in SPRING 2 (Pendarves Woods) (Carn Marth)	Beach safety Tides/Forces Rip currents Beach dynamics Locality knowledge	Camp craft Flora & fauna Locality knowledge
SKILLS	Self care Teamwork Tool work Creativity Building Resilience Perseverance 'Can do' attitude Independance-changing	Teamwork Mapping Fire lighting Self care - Independence Tool work Observing Recording	Self care Preparing kit Mapping Surveying Observing Recording Testing Perseverance	Starting in SPRING 2 (Pendarves Woods) (Carn Marth)	Surfing Survival/self rescue PD	Shelter building Teamworking Independence Tool work Canoeing Self care Problem solving

Curriculum Intent

Our curriculum is put together to provide relevant, subject specific knowledge that builds in complexity over time; taught through memorable experiences. We recognise that learning is acquiring knowledge and that the children's skills will develop as they learn more. Our curriculum selects what we regard as invaluable knowledge for children here at Trevithick. We recognise that expanding children's vocabulary and teaching them the oracy skills to use it, play a key part in driving academic success. Our DISCRETE curriculum, driven by curriculum systems like TFW and RWI, provides structured approaches to delivering content and skills through the age phases. Our LIVING curriculum adds exciting experiences rich in relevant knowledge and skills that develop children's understanding of their locality and Britain's diversity. We use the headings Stick, Link, Build and Useful to help us plan what sort of knowledge is most relevant to be taught to our children here at TLA.

Curriculum Flexibility

We like to think we push the boundaries. Our curriculum is dynamic, it evolves with the seasons and develops with the children's interests. We believe learning is richest when children have first hand experiences. Our curriculum is crammed with activities and events that not only contextualise learning, but motivate and thrill the children. We also recognise that content must be flexible. The pandemic has brought this into sharp focus. We provide time to review and adapt curriculum to suit the needs of the cohorts of children. A good example of this is the recent writing review (Aut 1 2021) in response to the pandemic's impact on mostly disadvantaged children's writing attainment.

Curriculum Expansion and Cultural Capital

Our curriculum is expansive. It is intended to teach knowledge that prepares children for life growing up in Cornwall but aspirations that reach far beyond our shores. For example: children living next to the sea should learn how to enjoy this resource safely, but also appreciate that growing up in one of Britain's urban centres is bound to be quite a different experience than their own. At TLA we aim to provide that wide lens view of Britain and the world and a focussed lens on what really matters for them here in Cornwall.

We love the outdoors! At Trevithick, outdoor learning begins in the Early Years and KS1 at our "Venture Centre" Forest School and Beach school. It continues with children gaining enough knowledge and skills to survive a challenging bushcraft camp in Year 6. Our Venture 60 outdoor challenges drive our outdoor curriculum. Residential trips expand children's knowledge further. Visits to Bristol, Manchester and London all broaden the scope of the educational experience children get at TLA. We start as we mean to go on! Every year begins with Learning to Learn week; an action packed adventurous week with the sole purpose of having fun, re-establishing friendships and learning a bit more about ourselves and the way we learn best. Years 3-6 all spend a night in the wild. There's no better way to start the year than campfires and camping with your friends.

We are proud of our Storytelling heritage. We teach writing through an exciting storytelling approach. From creative starting points, often enriched by off-site visits, drama, film and IT, children are inspired to write creatively for a variety of exciting purposes and audiences.

Our wider curriculum is driven by key questions and carefully selected knowledge across a broad range of relevant content that taps into children's naturally curious minds. Real life outcomes alongside exciting trips and visits, bring learning to life. We collaborate with our partner schools within Venture MAT to further broaden opportunities for our children.

Planning for progression

We carefully plan the progression of knowledge for each subject. This curriculum design document, which has been created by leaders at TLA, helps teachers plan progressive content through the years. For example, in Reading we plan the progression of questions that drive the teaching of comprehension, the shared reading book choice to ensure book difficulty, the range of vocabulary is challenging and the subsequent reading skills that we aim for the children to develop as they become more accurate, widely read readers. Similarly in art, progression of artistic skills is mapped alongside the age expected knowledge of artistic techniques and subject specific vocabulary. The impact is that we can support teachers in their planning of age appropriate challenges for their classes.

Developing young readers

Intent of the reading curriculum				
Stick	Link	Build	Build	Use
REPEATED PRACTICE	CONNECTING VOCABULARY	PROGRESSION OF DECODING SKILLS FOR READING FLUENCY	CAREFULLY PLANNED COMPREHENSION PROGRESSION	DEVELOP A LOVE OF READING HIGH QUALITY LITERATURE

Planning for progression:

We recognise that reading is the most fundamental skill that we can teach our pupils that underpins their entire learning journey. Successful readers access curriculum content more effectively. We dedicate significant teaching time to reading and the stories that we teach become a central part of our wider curriculum. The reading skills and spoken language that our children acquire allow them to approach all curriculum subjects with confidence and enrich their lives beyond school. Our rigorous approach to teaching Phonics ensures that our pupils become confident readers from an early age which equips them to tackle increasingly challenging texts and comprehension tasks. Our comprehensive catch up teaching ensures that no child is left behind. Our approach to teaching reading incorporates oracy, drama and high quality texts which develop children's vocabulary and reading skills. Carefully planned progression ensures that children are exposed to increasingly challenging texts and are taught to use a wide range of comprehension skills. The answering of comprehension questions is explicitly modelled in order to provide pupils with the skills to independently tackle any comprehension task within school or beyond. We instill a lifelong love of reading through our carefully chosen whole class texts, the promotion of reading rewards and challenges and our whole school reading culture within which children are encouraged to see the value of stories as a special part of their learning journey.

Implementation

Agreed teaching principles	Teaching approaches
• That children experience daily high quality Phonics lessons • That children have matched home reading practice books • That a comprehensive intervention program is used for any child that has not met expected standards • That high quality class texts are used to teach a wide range of comprehension, literacy and vocabulary • Word clarification and pre-teach allows pupils to expand their vocabulary • Explicit modelling of comprehension strategies underpins the reading process	• Shared Reading (explicit teaching of comprehension skills through high quality texts) • Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting) • Fresh Start Phonics (high quality daily Phonics teaching all allow quick catch up for pupils working at pre-key stage standards) • Accelerated Reader (motivates pupils to read with independence and allows teachers to closely monitor reading standards for progression) • Reading Spine (exposes pupils to a range of classic authors and modern texts)

Reading Skills Progression

Objectives in *italics* relate to word reading

Objectives not in italics relate to text comprehension

YrR	***Read all individual letters by saying the sounds for them (Set 1)*** ***Blend sounds into words to read short words.*** ***Read some Set 1 and 2 letter groups e.g. 'th', 'igh'*** ***Read a few common exception words linked to the school's phonics scheme*** ***Read simple phrases and sentences*** ***Re-read books to build up their confidence, fluency and understanding***						

Yr1	***Read individual letters by saying the sounds for them*** ***Blend sounds into words to read short words*** ***Read some letter groups e.g. 'th', 'igh'*** ***Read a few common exception words linked to the school's phonics scheme*** ***Read simple phrases and sentences*** ***Re-read books to build up their confidence, fluency and understanding***	***I use phonics as my first strategy to work out words that I do not know*** ***I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)*** ***I can blend sounds together to read unfamiliar words*** ***I can read red words that I come across in age appropriate texts*** ***I can read words of more than one syllable*** ***I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2*** **I can answer simple questions about the characters and events in a story** **I can recognise when my reading doesn't make sense and can try to correct it** **I can say how a character might be feeling and why** **I can clearly explain what I have read**					

Yr2	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* I can recognise when my reading doesn't make sense and can correct it I can answer comprehension questions about what I have read I can make inferences about what I have read I can summarise and explain what has happened so far in a book I am reading				

Yr3	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* I can recognise when my reading doesn't make sense and can correct it I can answer comprehension questions about what I have read I can make inferences about what I have read I can summarise and explain what has happened so far in a book I am reading	*I can read aloud with confidence understanding how to use a range of punctuation* *I can read age appropriate books with confidence and fluency* *I can read tricky words with unusual correspondences between spelling and sound* *I can recognise where words are an exception to the rule* I can use prefixes, suffixes and root words to clarify word meaning. I can clarify word meaning using the context of the word I can use alphabetically ordered text to find information I can identify the features of different text types I can use organisational devices to find information I can comment on the choice of language that is used I can empathise with a character I can justify my predictions and inferences using evidence I can evaluate a text with reference to its text type I can begin to identify different points of view in a text I can say why books by the same author are similar I can start to recognise how a text relates to its historical or cultural setting.			

Yr4	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* I can recognise when my reading doesn't make sense and can correct it I can answer comprehension questions about what I have read I can make inferences about what I have read I can summarise and explain what has happened so far in a book I am reading	*I can read aloud with confidence understanding how to use a range of punctuation* *I can read age appropriate books with confidence and fluency* *I can read tricky words with unusual correspondences between spelling and sound* *I can recognise where words are an exception to the rule* I can use prefixes, suffixes and root words to clarify word meaning. I can clarify word meaning using the context of the word I can use alphabetically ordered text to find information I can identify the features of different text types I can use organisational devices to find information I can comment on the choice of language that is used I can empathise with a character I can justify my predictions and inferences using evidence I can evaluate a text with reference to its text type I can begin to identify different points of view in a text I can say why books by the same author are similar I can start to recognise how a text relates to its historical or cultural setting	*I can read all the words on the year 3/4 spelling list* *I can read age appropriate texts with confidence and fluency* I can identify the features of different fiction and non fiction texts I can use skimming, scanning and text marking I can use knowledge from wider reading to support my ideas I can seek out clues in a text to improve my understanding I can comment on the choice of language that is used to build suspense and character I understand how the author wants the reader to respond I can summarise key points I can recognise themes from a range of books I can recognise some forms of poetry I can comment on word choices which express feelings/moods/attitudes I can understand different viewpoints in a text		

Yr5	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* I can recognise when my reading doesn't make sense and can correct it I can answer comprehension questions about what I have read I can make inferences about what I have read I can summarise and explain what has happened so far in a book I am reading	*I can read aloud with confidence understanding how to use a range of punctuation* *I can read age appropriate books with confidence and fluency* *I can read tricky words with unusual correspondences between spelling and sound* *I can recognise where words are an exception to the rule* I can use prefixes, suffixes and root words to clarify word meaning. I can clarify word meaning using the context of the word I can use alphabetically ordered text to find information I can identify the features of different text types I can use organisational devices to find information I can comment on the choice of language that is used I can empathise with a character I can justify my predictions and inferences using evidence I can evaluate a text with reference to its text type I can begin to identify different points of view in a text I can say why books by the same author are similar I can start to recognise how a text relates to its historical or cultural setting.	*I can read all the words on the year 3/4 spelling list* *I can read age appropriate texts with confidence and fluency* I can identify the features of different fiction and non fiction texts I can use skimming, scanning and text marking I can use knowledge from wider reading to support my ideas I can seek out clues in a text to improve my understanding I can comment on the choice of language that is used to build suspense and character I understand how the author wants the reader to respond I can summarise key points I can recognise themes from a range of books I can recognise some forms of poetry I can comment on word choices which express feelings/moods/attitudes I can understand different viewpoints in a text	*I can work out how to pronounce words with the same spelling correctly using sentence context* *I can read age appropriate texts with confidence and fluency* *I can read complex sentences with fluency and accuracy* *I can respond to sophisticated punctuation when I read* I can discuss complex narrative plots I can summarise key points from multiple paragraphs I can compare, contrast and evaluate different text types I can draw information from different parts of a text I can identify and comment on figurative and descriptive language choices as well as non fiction language choices I can describe an author's style I can talk about themes in stories which link to other texts I can compare the openings of novels I understand how texts reflect the time and culture of when they were written	

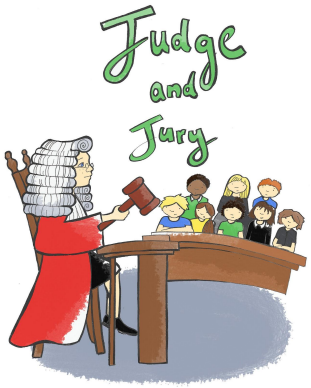
Yr6	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* I can recognise when my reading doesn't make sense and can correct it I can answer comprehension questions about what I have read I can make inferences about what I have read I can summarise and explain what has happened so far in a book I am reading	*I can read aloud with confidence understanding how to use a range of punctuation* *I can read age appropriate books with confidence and fluency* *I can read tricky words with unusual correspondences between spelling and sound* *I can recognise where words are an exception to the rule* I can use prefixes, suffixes and root words to clarify word meaning. I can clarify word meaning using the context of the word I can use alphabetically ordered text to find information I can identify the features of different text types I can use organisational devices to find information I can comment on the choice of language that is used I can empathise with a character I can justify my predictions and inferences using evidence I can evaluate a text with reference to its text type I can begin to identify different points of view in a text I can say why books by the same author are similar I can start to recognise how a text relates to its historical or cultural setting.	*I can read all the words on the year 3/4 spelling list* *I can read age appropriate texts with confidence and fluency* I can identify the features of different fiction and non fiction texts I can use skimming, scanning and text marking I can use knowledge from wider reading to support my ideas I can seek out clues in a text to improve my understanding I can comment on the choice of language that is used to build suspense and character I understand how the author wants the reader to respond I can summarise key points I can recognise themes from a range of books I can recognise some forms of poetry I can comment on word choices which express feelings/moods/attitudes I can understand different viewpoints in a text	*I can work out how to pronounce words with the same spelling correctly using sentence context* *I can read age appropriate texts with confidence and fluency* *I can read complex sentences with fluency and accuracy* *I can respond to sophisticated punctuation when I read* I can discuss complex narrative plots I can summarise key points from multiple paragraphs I can compare, contrast and evaluate different text types I can draw information from different parts of a text I can identify and comment on figurative and descriptive language choices as well as non fiction language choices I can describe an author's style I can talk about themes in stories which link to other texts I can compare the openings of novels I understand how texts reflect the time and culture of when they were written	*I can read age appropriate books with confidence and fluency (including whole novels)* *I can read aloud with intonation that shows understanding* I can use a range of strategies to work out word meaning I can explain and discuss the meaning of what I have read using evidence I can draw on inferences to reach opinions and justify these with evidence I can make comparisons within and across texts I can evaluate how authors use figurative and non fiction language for a purpose I understand abbreviations, colloquialisms and specialist vocabulary I know the difference between fact and opinion I can identity explicit and implicit points of view I can make predictions using detailed knowledge of text types I can compare and contrast author's styles I can discuss themes and conventions in and across a wide range of writing

Shared Reading Question Progression

Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	What does…….look like? What colour is….? What animal is….? Where did…..go? Why did…..run away? Find and copy… Find two words which show that...	Name the… What is…? Find and copy.... Copy a word which… Match the… Tick which... Fill the gap... Copy and complete…	Find and copy and phrase… Find a synonym for…. Sequence the following events… True or False… Annotate the…. Correct the...

Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	How can we tell that…..? How did……know? Does…...like…..? How do you know? Why….? (where inference must be used to find this) Is this fiction or nonfiction? How do you know?	How do you….? Did...? Why does..? How does…? Explain what…? What type of text is this? How do you know? Using evidence from the text, explain…	Can you explain…? Why did…? Using evidence to justify your answer, explain…? Providing evidence, is it true or false that…? Can you determine…? What can you infer about…? Why is it significant that…? Categorise the text type with justifications…

Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	Why does the author use the word…….? How does the author show us that it is an exciting part of the story? Why has the author used…..? Why is……written in capitals/in bold?	Why does the author use the word/phrase…? What does the author tell the reader with the word…? What impression do you get from…? The author included the word/phrase….why? How does the author make the reader feel by using….?	For what purpose does the author…? Why does the author use…..despite it being..? How does the author…? What image does the author build by…? How does the author signal…? For what effect does the author…? How has the author's choice of words…?

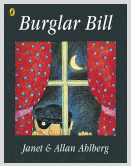
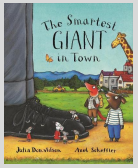
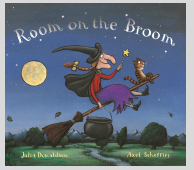
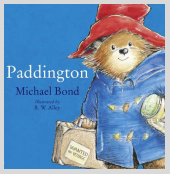
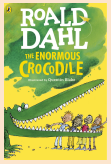
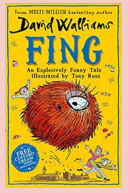
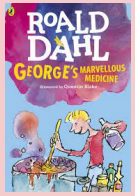
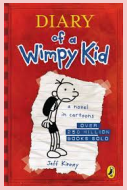
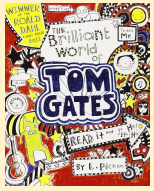
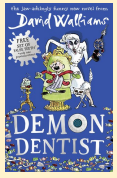
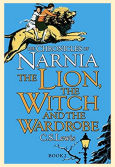
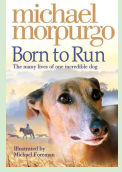
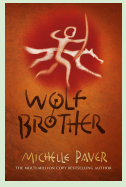
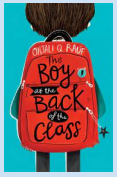
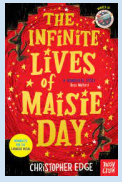
Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	How would you feel if….? Would you like to….? Do you agree with…..? Do you think…..would be a nice friend to have? What would your favourite be? Why? Would you like to have lived in this place/time?	If you were…….how would you…? Do you think…? Predict what… Why, in your opinion, does…? What do you think is meant by…? Do you agree or disagree…? In your opinion, should…?	Agree or Disagree? …….. Justify your opinion Yes/No/Maybe……Explain your viewpoint Using evidence to support your ideas, predict… Do you think there is any significance in… Reflect on…. Identify a key theme which… Considering your wider knowledge of the book...explain… Compare… Contrast...

Shared Reading Book Progression

	Book Title	AR Book Band	AR ZPD	AR Rating
Nursery	In our Nursery we follow the 'Read Write Inc Nursery' scheme. The children undertake **speaking and listening activities** and are exposed to a wide range of high quality stories and nursery rhymes. In the summer term before starting school, pupils **begin to learn their Set 1 sounds**. Pupils begin to read short '**blending books**' when they are confident in reading the first set of sounds.			
Reception	In Reception pupils receive daily high quality Phonics sessions following the Read Write Inc scheme. These are grouped according to ability. Pupils working at expected levels will learn **Set 1 and 2** during the Reception Year and will finish the year reading at or above **Purple** level. Pupils are introduced to simple comprehension questions at an age appropriate level which they answer verbally.			
Year 1	In Year 1 pupils receive daily high quality Phonics sessions following the Read Write Inc scheme. These are grouped according to ability. Pupils working at expected levels will learn **Set 2 and 3** during Year 1 and will finish the year reading **Grey** level books or will have completed the scheme (see below). Pupils are introduced to simple comprehension questions at an age appropriate level which they answer verbally.			
	The Gruffalo Little Red Riding Hood Seal Surfer	n/a	n/a	n/a
Year 2 Any pupils who still require Phonics teaching will be part of a daily RWI Phonics group	Winnie the Twit Traction Man is Here Non-Fiction Deep Oceans Scratch and Sniff Horrid Henry's Haunted House Mark Spark in the Dark Fantastic Mr Fox The Twits	Blue Blue Blue Blue Blue Blue Yellow Yellow	3.1 3.6 3.9 3.6 3.7 3.8 4.1 4.4	LY LY LY LY MY LY MY MY
Year 3 Any pupils who require Phonics teaching will be part of a daily RWI Phonics group	Glog George's Marvellous Medicine Charlotte's Web Jack Slater Monster Investigator The Tempest Stitchead	Blue Yellow Yellow Red Red	3 4 4.4 5.1 4.6	LY LY MY MY LY

Year 4 Any pupils working at Pre Key-Stage Levels will be following RWI Fresh Start	Iron Man Krindlekrax Viking at school The Witches War Horse	Yellow Yellow Yellow Yellow Red	4.7 4 4.2 4.7 5.9	MY MY MY MY MY
Year 5 Any pupils working at Pre Key-Stage Levels will be following RWI Fresh Start	The Explorer Wolf Brother Holes Harry Potter Horrible Histories: Measly Middle Ages The Jamie Drake Equation	Yellow Yellow Yellow Black Black Black	4.5 4.5 4.6 6 6.1 6.4	MY MY UY MY MY MY
Year 6 Any pupils working at Pre Key-Stage Levels will be following RWI Fresh Start	Listen to the Moon Goodnight Mr Tom Gold of the Gods Wizards of Once	Red Red Black Black	5.9 5.1 6.3 6.5	MY+ MY MY MY

Reading Spine Library

Yr1						
Yr2						
Yr3						
Yr4						
Yr5						
Yr6						

How do we measure the impact?

Accelerated reader quizzes to assess comprehension / understanding	PIRA and SATs to support benchmarking against national standards	Tracking of RWI phonics progression every 6 weeks	Tracking reading speed progression using Frys flashcards
Yearly Reading Spine progression	Shared reading comprehension during the lesson	Fresh Start assessments	Weekly certificates to celebrate

Developing young writers

Intent of the writing curriculum

Stick	Link	Build	Use
WRITE ABOUT EXPERIENCES	WRITE WITH PURPOSE	WRITE WITH INCREASING ACCURACY and IMPROVED VOCABULARY CHOICES	LEARN AND ENJOY STORIES

We have learnt that children attending our school generally have grown up with limited access to storytelling, literature and opportunities to talk and widen their vocabulary. The writing curriculum here at TLA is designed to provide children with those learning experiences. Structured progression in knowledge from the teaching of phonetic spelling and handwriting to sentence construction and knowledge of genre characteristics are all carefully planned. We have researched, tried, tested, adapted our approaches over many years.

We teach children the purpose of writing and the importance of these lifelong skills using well conceived and engaging literacy outcomes in the classroom. We connect literacy with the wider curriculum to strengthen pupil memory. To improve reduced speech and language skills in the community, we spend time modelling, directly teaching and rehearsing vocabulary and word meaning. To ensure that pupils understand the value of literacy skills and build positive attitudes towards this area of their learning, we introduce literacy units in fun and imaginative ways using various trips and visits to hook in every child.

We use a 'Talk for Writing' approach to support our pupils to learn to write in a creative and imaginative way without losing the emphasis on accurate writing. This approach supports children to become confident writers who can express their thoughts and ideas accurately through a range of genres for a variety of different purposes. We also teach them how to present their writing clearly, neatly and precisely for different audiences.

Implementation

Teaching principles

- Expanded vocabulary leads to better academic outcomes
- Fiction is best taught when based on a quality model text
- Non-fiction text models should be real, things children can / have experienced
- Shared writing underpins the teaching of the writing process
- Learning and retelling a story helps their own composition and memory of vocab

Teaching approaches

- Talk for Writing (shared writing underpins the teaching process)
- Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting)
- Dictation for developing writers (developing the basics in sentence construction)
- Helicopter Stories (creating imaginative, young storytellers)

PROGRESSION OF GRAMMAR IN WRITING

YrR	Finger spaces Full stops Capital letters Adjectives						
Yr1	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns					
Yr2	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating conjunctions				

Yr3	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating conjunctions	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families			
Yr4	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families	Standard English Expanded noun phrases Adverbials and fronted adverbials Pronouns Possessive pronouns Relative pronouns Speech punctuation Plural possessive apostrophes Relative clause		

Yr5	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families	Standard English Expanded noun phrases Adverbials and fronted adverbials Pronouns Possessive pronouns Relative pronouns Speech punctuation Plural possessive apostrophes Relative clause	Modal verbs Cohesive devices Adverbials of time and place Parenthesis Brackets Dashes Commas to mark clauses	
Yr6	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families	Standard English Expanded noun phrases Adverbials and fronted adverbials Pronouns Possessive pronouns Relative pronouns Speech punctuation Plural possessive apostrophes Relative clause	Modal verbs Cohesive devices Adverbials of time and place Parenthesis Brackets Dashes Commas to mark clauses	Formal and informal language Synonyms Antonyms Passive and active voice Question tags Subjunctive mood Ellipses Semi colons Colons Hyphens Subject Object Punctuated bullet points

PROGRESSION OF NARRATIVE WRITING

YrR	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Describe using adjectives and adverbs Use repetition (he walked and walked) Use simple determiners and prepositions in sentences						

PROGRESSION OF NARRATIVE WRITING

Yr1	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.					

PROGRESSION OF NARRATIVE WRITING

Yr2	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing				

PROGRESSION OF NARRATIVE WRITING

Yr3	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing	Use paragraphs to organise parts of a story Understand that: Openings should include detailed description of character and setting A build up must build suspense The climax needs action and dialogue Resolutions must link with the problem Endings must link back to the beginning and show character growth. Use specific vocabulary choices for impact and effect Embellish sentences using adverbial and noun phrases alongside other descriptive tools Use complex sentences with multiple clauses. “Drop in” relative clauses. Use sentences of 3 for description			

PROGRESSION OF NARRATIVE WRITING

Yr4	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing	Use paragraphs to organise parts of a story Understand that: Openings should include detailed description of character and setting A build up must build suspense The climax needs action and dialogue Resolutions must link with the problem Endings must link back to the beginning and show character growth. Use specific vocabulary choices for impact and effect Embellish sentences using adverbial and noun phrases alongside other descriptive tools Use complex sentences with multiple clauses. “Drop in” relative clauses. Use sentences of 3 for description	Use paragraphs to show changes in time and place Write to show dilemma and to build suspense Write with clear distinction between a resolution and an ending Start sentences in increasingly varied ways (eg: with a simile/ed starters/ing starters) Use a sentence of 3 for action Use appropriate pronouns to avoid ambiguity/repetition Use dialogue with well chosen verbs and adverbs. Use comparative and superlative language Evaluate writing and redraft sections		

PROGRESSION OF NARRATIVE WRITING

Yr5	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing	Use paragraphs to organise parts of a story Understand that: Openings should include detailed description of character and setting A build up must build suspense The climax needs action and dialogue Resolutions must link with the problem Endings must link back to the beginning and show character growth. Use specific vocabulary choices for impact and effect Embellish sentences using adverbial and noun phrases alongside other descriptive tools Use complex sentences with multiple clauses. “Drop in” relative clauses. Use sentences of 3 for description	Use paragraphs to show changes in time and place Write to show dilemma and to build suspense Write with clear distinction between a resolution and an ending Start sentences in increasingly varied ways (eg: with a simile/ed starters/ing starters) Use a sentence of 3 for action Use appropriate pronouns to avoid ambiguity/repetition Use dialogue with well chosen verbs and adverbs. Use comparative and superlative language Evaluate writing and redraft sections	Independant selection and use of planning tools Use a range of cohesive devices within paragraphs. Use changes of place/time/action to link ideas across paragraphs “Play with” the order the story structure is revealed (eg: ending first) Write stories with multiple problems to be resolved or connecting problems. Use rhetorical questions Use metaphors and personification Use onomatopoeia and ‘empty words’ Use a wide range of expanded clauses and phrases to embellish writing. Reshape sentences for effect or meaning. Move sentence chunks around (how/where/why) for different effects Use dialogue with well chosen verbs, adverbs and action. Indicate levels of possibility using modal verbs	

PROGRESSION OF NARRATIVE WRITING

Yr6	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing	Use paragraphs to organise parts of a story Understand that: Openings should include detailed description of character and setting A build up must build suspense The climax needs action and dialogue Resolutions must link with the problem Endings must link back to the beginning and show character growth. Use specific vocabulary choices for impact and effect Embellish sentences using adverbial and noun phrases alongside other descriptive tools Use complex sentences with multiple clauses. “Drop in” relative clauses. Use sentences of 3 for description	Use paragraphs to show changes in time and place Write to show dilemma and to build suspense Write with clear distinction between a resolution and an ending Start sentences in increasingly varied ways (eg: with a simile/ed starters/ing starters) Use a sentence of 3 for action Use appropriate pronouns to avoid ambiguity/repetition Use dialogue with well chosen verbs and adverbs. Use comparative and superlative language Evaluate writing and redraft sections	Independant selection and use of planning tools Use a range of cohesive devices within paragraphs. Use changes of place/time/action to link ideas across paragraphs “Play with” the order the story structure is revealed (eg: ending first) Write stories with multiple problems to be resolved or connecting problems. Use rhetorical questions Use metaphors and personification Use onomatopoeia and ‘empty words’ Use a wide range of expanded clauses and phrases to embellish writing. Reshape sentences for effect or meaning. Move sentence chunks around (how/where/why) for different effects Use dialogue with well chosen verbs, adverbs and action. Indicate levels of possibility using modal verbs	Draw on reading and research when planning Write ‘at length’ with focus Frequently edit and improve writing as part of the writing process Write a range of story types with varied structures and consistent plots. Securely link across and within paragraphs Develop well rounded and detailed characters Use active and passive verbs Use a wide range of literary features to create effects Use formal and informal language Use expanded noun phrases to convey complicated ideas concisely Use shifts in formality and tone (question tags/subjunctive mood/ colloquial language) Deeply explore character thoughts, actions and reactions.

KS2 Genre Progression

KS2 Setting Toolkit

- Adventurous vocabulary
- Precise nouns
- Use of the senses
- Similes and metaphors
- Figurative Language
- Adjectives
- Expanded noun phrases
- Describe the time of day
- Focus on unusual details
- Prepositions

KS2 Suspense Toolkit

- Ominous Sounds
- Character Reactions
- Feelings through actions
- Rhetorical Questions
- Empty Words
- Powerful Verbs and Adverbs
- Dramatic Adverbial Phrases
- Short Sentences
- Introduce an element of unease
- Repetition
- Lull the Reader

KS2 Action Toolkit

- Dramatic Fronted Adverbials
- Short Sentences
- Powerful verbs and adverbs
- Onomatopoeia
- Dialogue
- Ominous Sounds
- Use a flashback
- Character Reactions and thoughts

KS2 Characterisation Toolkit

- Adjectives
- Similes
- Action verbs and adverbs
- Feelings through actionsSpeech
- Fronted adverbials
- Interesting Character name/history
- Feelings through actions
- Figurative language
- Character thoughts
- Reactions of others
- Contrasting characters

PROGRESSION OF NON-FICTION WRITING

	Information Writing	Persuasive Writing
EY&KS1	Use lists and labels Record ideas and information Use numbering Use technical language	Create simple sentences persuading others to do something Use exaggerated words to persuade others
Lower KS2	Use lists and labels Record ideas and information Use numbering Use technical language Use navigational devices (Subheadings, connecting adverbs…) Summarise information	Create simple sentences persuading others to do something Use exaggerated words to persuade others Use rhetorical questions Use of facts and statistics Use puns, jingles, alliteration and invented words Consider the audience and adjust tone accordingly Use a range of adverbs, adverbials and connectives
Upper KS2	Use lists and labels Record ideas and information Use numbering Use technical language Use navigational devices (Subheadings, connecting adverbs…) Summarise information Consider the given audience Balance viewpoints Use formal language and tone (where appropriate)	Create simple sentences persuading others to do something Use exaggerated words to persuade others Use rhetorical questions Use of facts and statistics Use puns, jingles, alliteration and invented words Consider the audience and adjust tone accordingly Use a range of adverbs, adverbials and connectives Disguise opinion as fact Use ambiguity and half truths Use pandering and be condescending Use lists and bullet points Provide persuasive examples Pre-empt and answer potential objections

PROGRESSION OF NON-FICTION WRITING

	Recount Writing	Explanation Texts
EY&KS1	Use sequencing words and phrases Eg: Then, Next Write events in chronological order Use first person Maintain past tense	Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next
Lower KS2	Use sequencing words and phrases Write events in chronological order Use first person Maintain past tense Consistent use of pronouns Use a range of connecting adverbs and adverbial phrases Eg: Meanwhile, After that Include detail to engage the reader	Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next Summarise a process Use sequential paragraphs including an introduction Use passive voice Use sequential and connective adverbs and adverbials Use subheadings Use numbering
Upper KS2	Use sequencing words and phrases Write events in chronological order Use first person Maintain past tense Consistent use of pronouns Use a range of connecting adverbs and adverbial phrases Eg: Meanwhile, After that Include detail to engage the reader Formal Tone (where appropriate) Write showing an understanding of the audience Distinguish between fact and opinion	Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next Summarise a process Use sequential paragraphs including an introduction Use passive voice Use sequential and connective adverbs and adverbials Use subheadings Use numbering Complex sentences Hypothetical Language (If, When they, it could….)

PROGRESSION OF NON-FICTION WRITING

	Instructional Writing	Discussion Writing
EY&KS1	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail	n/a
Lower KS2	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail Use organisational devices such as lists, bullet points and sub headings Write instructions for complex processes	n/a
Upper KS2	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail Use organisational devices such as lists, bullet points and sub headings Write instructions for complex processes Consider the audience for the text and adjust language choices accordingly	Summarise arguments Draw conclusions Introduce an argument Use statistics and facts to support opinions Use formal language

POETRY SPINE

	Poem genre	Examples for innovation	
YrR	Innovate a well known rhyme (verbally)	Twinkle Twinkle Little Star	
	Alphabet list poems	An alphabet of horrible habits- colin west	Twinkle twinkle chocolate bar
	Rhyming couplets	Twinkle twinkle chocolate bar	10 dancing dinosaurs- John Foster
Yr1	List poems	Alphabet poem- Micheal Rosen	Pineapple- Vyanne Samuel
	Innovate a well known rhyme (written)	The Incey Wincey spider	Hey diddle diddle
Yr2	Quatrian (AABB or ABAB)	Food stop- Benjamin Zephaniah Excuses- Alan Ahlberg Peter Pan- Andrea Shavick Tasty poems- JIll Bennet and Nick Sharratt	Rumble in the Jungle- Giles Andreae and David Wojtowycz Commotion in the ocean- Giles Andreae and David Wojtowycz
	Simple Riddles	Poetry4kids.com writing riddles	
Yr3	Narrative with rhyme	Scared- Michael Rosen The Listeners- Walter de la Mer	The sound collector- Roger McGough The crocodile- Roald Dahl
	Kennings	Poetryzone.co.uk- when, the teacher	
Yr4	Limericks	Loopy Limericks- John Foster	
	Monologue- one voice	Team talk- Alan Ahlberg	There's an alien in the classroom- Gervais Phinn
Yr5	Haiku	Seaview Haiku- John Foster Windy Day- John Foster	Haiky Riddle- Celia Warren
	Simile and Metaphor	The sun- Wes Magee	Bluebottle- Judith Nichols

	Poem	Don't be scared- Carol Ann Duffy The night will never stay- Eleanor Farjeon	Windrush child- John Agard
Yr6	Cinquain	November night- Adelaide Crapsey Snow- Adelaide Crapsey Blackbird- John Foster At the gate- John Foster	The wood in late autumn- John Foster Mirror- John Foster How to write cinquains?- John Foster
	Personification poems	Winter- Olivia Kooker Snow and Snow- Ted Hughes	It's spring- John Foster Jack Frost- CE PIKE

Poetry progression

Specific poetry objectives only. General reading and writing objectives to be used throughout sessions.

Yr 1	Yr 2
-Listen to and discuss a wide range of poems -Appreciate rhymes and poems and recite some by heart	-Listen to, discuss and express views about a wide range of contemporary and classic poetry -Recognise simple recurring literary language in poetry -Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear -Participate in discussion about books, poems and other works -Explain and discuss their understanding of books, poems and other material
Yr 3 & 4	**Yr 5 & 6**
-Listen to and discuss a wide range of poetry -Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognise some different forms of poetry -Participate in discussion about poems	-Continue to read and discuss an increasingly wide range of poetry -Read texts and poems that are structured in different ways and for a range of purposes -Increase familiarity with a wide range of texts from our literary heritage -Learn a wider range of poems by heart -Prepare poems to read aloud/perform, showing understanding through intonation/ tone/ volume so that the meaning is clear to an audience

How do we measure the impact?

Toolkits support day to day formative assessment	Comparative Judgement supports moderation and comparison nationally	Peer and self assessment supports improvements	Regular application of learnt writing skills in 'dazzling writing' tasks.
Celebrating the published writing every half term into purposeful outcomes	Performing to audiences and publishing to wider audiences	Celebrating handwriting using Rainbow Pencil and Pen Licences	Edit/redraft days between writing days

Developing young Mathematicians

Intent of the maths curriculum

Stick	Link	Build		Use
REPEATED PRACTICE FOR FLUENCY	FUNDAMENTAL LINKS BETWEEN AREAS OF MATHEMATICS	PROGRESSION OF SKILLS WITH A MASTERY APPROACH	PROGRESSION OF MANIPULATIVES	APPLICATION INTO PROBLEM SOLVING

Our economy depends on a numerate workforce and that economic vibrancy relies on STEM driven innovations. The intention of our mathematics curriculum at TLA is to build the foundation of numeracy knowledge and skills that children require to successfully access the next stage of their education. It intends to develop fluent mathematicians who can recall number facts, handle large calculations efficiently, solve complex problems logically and make links between their maths and the wider world. We have invested in developing staff expertise to help us drive the innovations of teaching a maths mastery curriculum. Approaches aim to develop long term memory through repeated practice, modelling and carefully planned small step progression. Our intention is to use carefully selected manipulatives and consistent calculation strategies to support teaching through the age phases. Sentence stems and repeated 'my turn, your turn' approaches intend to scaffold children's mathematical language and explanations and build memory of vocabulary, facts and strategy. Our 'Digging Deeper' approach intends to push children to deepen understanding, whilst our rigorous marking and 'Dreams' intend to help children tackle misconceptions and practise further. Committed, specific time to the teaching of number facts outside the main lesson time intends to promote automaticity (fluency in number facts and good number sense). In Reception and KS1 our children are further supported with NCETM teaching resources utilising Rekenreks with the intent to release the pressure on children's cognitive loads in KS2 so that times tables and the known number facts from key stage one can be recalled automatically and in turn children can then practise written calculations and algorithms with more ease.

Implementation - Agreed principles

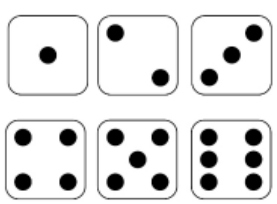
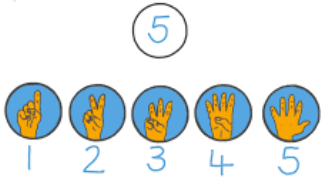
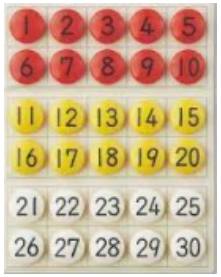
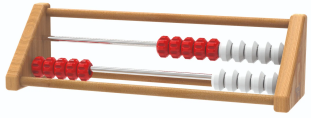
Teaching principles

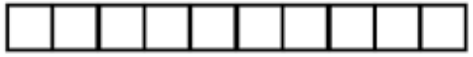
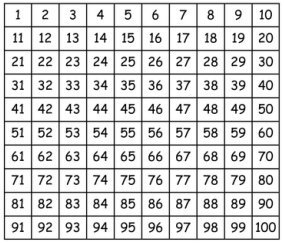
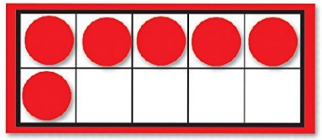
- That innovation is led by Maths HUB research base
- That precise, age-related vocabulary should be used explicitly
- That consistent manipulatives modelled daily support learning
- That all children are expected to work on age-related tasks
- That tasks to deepen age-appropriate strands of learning are planned
- That the CPA (concrete-pictorial-abstract) is built on within the lesson
- That planning should be in small steps that build within the lesson and throughout the unit of work
- That learning is recapped and taken back to start (where necessary)

Teaching approaches

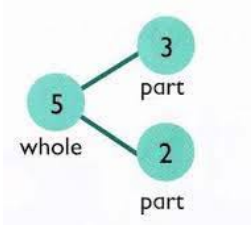
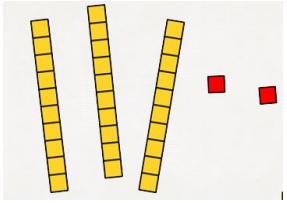
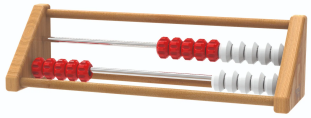
- Progression and planning supported by NCETM and WhiteRose Maths
- Morning maths for number facts fluency development
- Use of Mathletics for weekly homework tasks related to classwork
- TT Rockstars used for daily practice on times tables in key year groups
- Use of sentence stems to support children's mathematical explanations
- MTYT to practise key mathematical terms
- That a variety of different representations are used to build fluency
- Number fluency is explicitly taught at key stage with the use of the Rekenreks
- Number fluency is built on with years 3 and 4

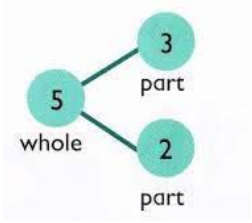
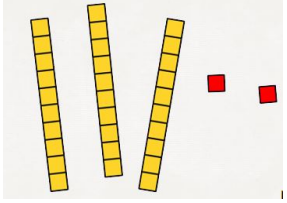
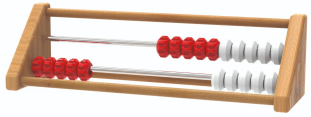
Progression in Calculation

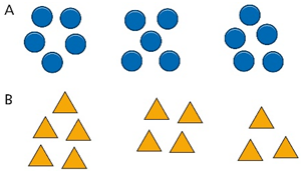
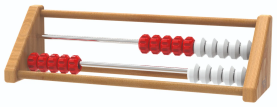
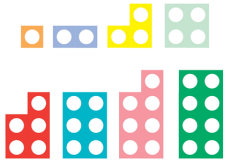
Year Group:	Key learning intentions (national curriculum):	How to support the learning:	Key Vocab:
EYFS	• Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. • In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. • ELG: Number Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Hungarian dice patterns     Fingers 5 and a bit structure also represented here with 5 on 1 hand and 'a bit' on the other hand	Subitise
Year 1 Addition and subtraction (incl place value)	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects, pictorial	 Rekenreks used to develop number sense within 5 and '5 and bit structure' and partitioning. Rekenreks used to develop number bonds to 10 and related facts; rekenreks to support '10 and a bit structure' to count numbers 10 - 20 Rekenreks to support subtraction from 10. **E.g 12 - 5 = 10 - 5**	Addend + addend = sum

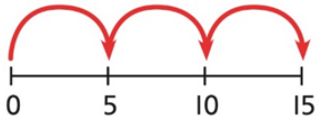
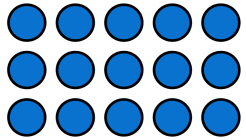
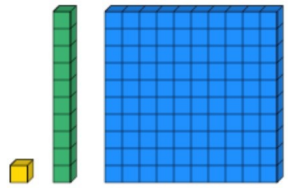
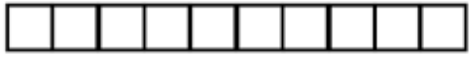
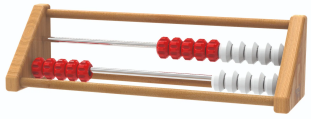
	representations and simple missing number problems	**5+ 2 = 7** Rekenreks also support subtracting to ‘find ten’ **E.g 12 - 5 = 12 - 2** **10 - 3 = 7** Children taught different methods so that they can become flexible with their choice of methods and develop their conceptual understanding  Number Lines to support ordinality of numbers and finding the difference between numbers including 1 more and 1 less  Number tracks and hundred used to develop cardinality and ordinality    Tens frame to support addition and subtraction of one-digit and two-digit numbers. Tens frame to support the ‘teen’ numbers and the ‘10 and a bit structure’ (as well as the rekenreks) **E.g 12 - 5 = 12 - 2** **10 - 3 = 7**	

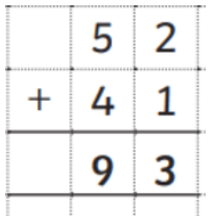
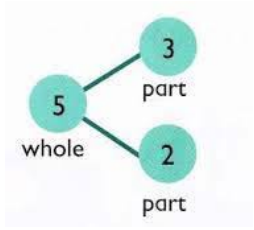
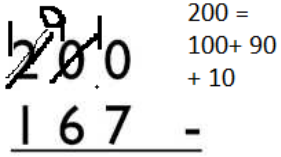
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

		 Part part whole structure to support relationship between addition and subtraction; exploring the relationship between addends and sums; also used to support missing parts  Sticks and bricks to secure place value understanding and allow children to being unitising with 10	
Year 2 **Addition and Subtraction (incl place value)**	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Recognise the place value of each digit in a two-digit number (tens, ones) • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems • Solve problems with addition and subtraction • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship	 Rekenreks used to develop number sense within 5 and '5 and bit structure' and partitioning Rekenreks used to develop number bonds to 10 and related facts; rekenreks to support '10 and a bit structure' to count numbers 10 - 20 Rekenreks to support subtraction <u>from</u> 10 which can then be applied to multiples of 10 **E.g 23 - 7 = 20 - 7** **13 + 3 = 16** Rekenreks also support subtracting 'find ten' and then the rest. **E.g 23 - 7 = 23 - 3** **20 - 4 = 16**  Number Lines to support ordinality of numbers and finding the	Addend + addend = sum Minuend - subtrahend = difference

	between addition and subtraction and use this to check calculations and solve missing number problems	difference between numbers; pupils need to begin to recognise and learn when some strategies would be better than others and to become flexible with their maths. **E.g 34-25** would be solved more efficiently when finding the difference as the number as close together  Part part whole structure to support relationship between addition and subtraction and the inverse; also used to support finding missing parts; and place value understanding **E.g 5 = 3 and 2** **50 = 30 and 20**  Sticks and bricks used to consolidate place value understanding; children exposed to exchanging 1 tens for 10 ones in subtraction calculations; deines also support understanding of unitising in 10s. 1,000 2,000 3,000 4,000 5,000 6,000 7,000 8,000 9,000 100 200 300 400 500 600 700 800 900 10 20 30 40 50 60 70 80 90 1 2 3 4 5 6 7 8 9 Gattegno chart used to support place value	
Year 1 Multiplication and Division	• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity	 Rekenreks to show the relationship between odd and even numbers	

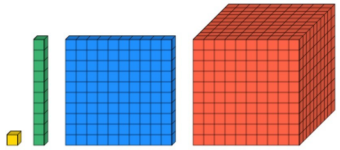
	• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	 Images and concrete resources used to recognise equal and unequal groups  Children draw equal groups; also use arrays to support the idea of equal groups	
Year 2 Multiplication and Division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	 Rekenreks to show the relationship between odd and even numbers; link this to equal and unequal groups  Children use concrete resources and also draw unequal and equal groups  Numicon and arrays to support multiplicative and additive relationships; also to develop unitising in 5s, 10s and 2s	Repeated addition Factor x factor= product Quotient (answer in a division sum)

		 Number lines used to support repeated addition  Arrays used to develop the x sign and the cumulative law	
Year 3 Addition and subtraction (incl place value)	• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Compare and order numbers up to 1000 • Identify, represent and estimate numbers using different representations • Read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas • Pupils should be taught to: add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	 Dienes further support and extend place value understanding and knowledge of 1 ten = 10 ones; 10 tens = 1 hundred; 120 = 12 tens etc…and further develop unitising into hundreds  Number tracks used to support cardinality with hundreds and being able to count forwards and backwards  Rekenreks used to consolidate learning (if needed) of year 1 and 2 number facts to ensure automaticity.	Addend + addend = sum Minuend - subtrahend = difference

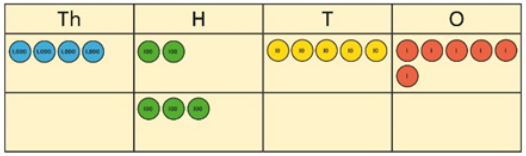
		 Column method introduced as an efficient method but made explicitly clear to the children, then when like values can be added/subtracted mentally then it is more efficient to do so; friendly values however are used to model with to ensure a deep understanding for the children When children are exchanging (or redistributing the values, ensure that units are carried underneath the line) **E.g 52 + 41 - can be done mentally - no need for column** **But 37 + 45 may be more difficult (although children still need to be aware of how to quickly add 7+5 without using their fingers)**  Part part whole model used to further support inverse operations and to support children finding missing parts  Pupils taught column subtraction but can see and understand how the 200 (or the minuend) has been redistributed so it can be subtracted from the subtrahend	

Year 4 Addition and subtraction (incl place value)

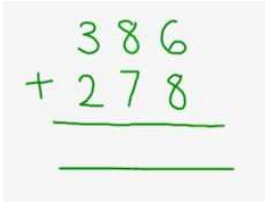
- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.



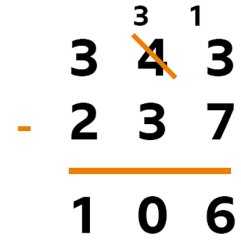
Dienes used to further support and secure place value understanding and values into the thousands; develops further understanding of unitising in the thousands



Place value counters used to further develop unitising and place value understanding; also used to develop addition and subtraction understanding



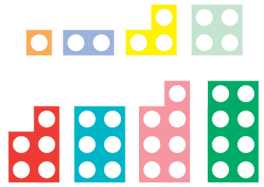
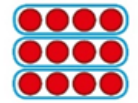
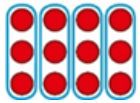
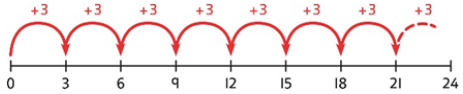
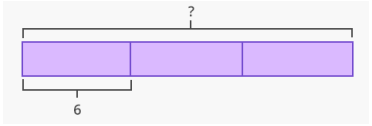
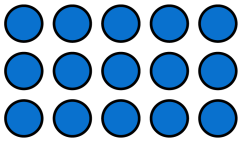
Compact column addition method; units carried underneath the line; pupils explicitly taught the value of digits carried underneath the line

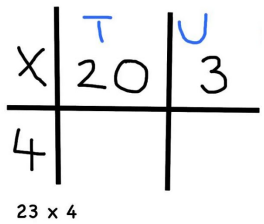
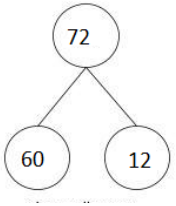
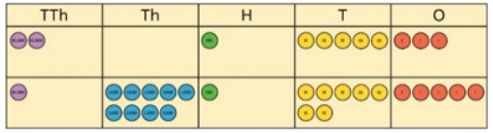
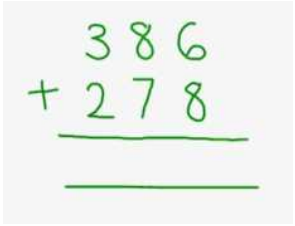


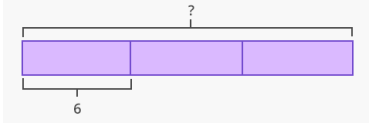
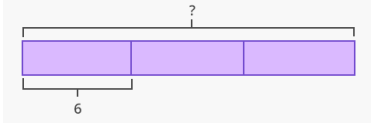
Compact column subtraction, explicit teaching reference made to the redistribution of columns **e.g 43 = 30 + 13** so the subtrahend can be subtracted from the minuend to find the difference- this needs to developed fully and supported with the use of dienes so that children can physically see the link

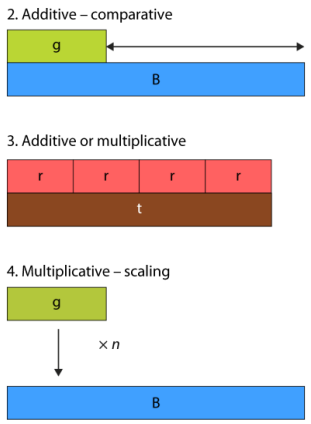
Addend + addend = sum

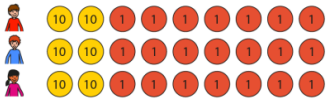
Minuend - subtrahend = difference

Year 3 **Multiplication and Division**	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	  Numicon and arrays to support multiplicative relationships; to support automaticity with new times tables.   Number lines used to expose repeated addition within x tables and how this can then link to the x symbol.  Bar models are introduced to show the relationship between parts and whole; also highlight additive relationships in relation to multiplication facts Pupils use x tables knowledge to then solve division problems (with no formal method)	Factor x factor = product Divisor Quotient
Year 4 **Multiplication and Division**	• Recall multiplication and division facts for multiplication tables up to 12 × 12 • se place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • Recognise and use factor pairs and commutativity in mental calculations • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	 Arrays used to support new times tables knowledge	Factor x factor = product Dividend Divisor Quotient Remainder

	• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	 23 x 4 Grid method to support partitioning of factors to solve 2 digit by 1 digit calculations and scaling  Partitioning into smaller units appropriate for division where children understand that the parts need to be divisible by the divisor (using x tables knowledge)	
Year 5 **Addition and subtraction (incl place value)**	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • Solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	 Place value counters used to support place value and unitising; used to also deepen understanding within addition and subtraction before looking again at column methods; also applied within decimals  Compact column addition method; units carried underneath	Addend + addend = sum Minuend - subtrahend = difference

	• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	the line; pupils explicitly taught the value of digits carried underneath the line' this can also be applied when adding decimals 3 1 3 4 3 - 2 3 7 1 0 6 Compact column subtraction, explicit teaching reference made to the redistribution of columns **e.g 43 = 30 + 13** so the subtrahend can be subtracted from the minuend to find the difference; this also needs to be made clear when adding decimals  Bar models used to help represent word problems and help children to visual problems and what they need to do to solve problems and find the missing parts	
Year 6 **Addition and subtraction (incl place value)**	• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero • Solve number and practical problems that involve all of the above. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	Year 6 (same as year 5 but with larger place value units)  Bar models used to help begin to express algebraic expressions and help to secure understanding between additive and multiplicative relationships	Addend + addend = sum Minuend - subtrahend = difference Additive Multiplicative

			
Year 5 Multiplication and Division	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	586 × 7 42 560 3500 Expand columns to ensure understanding of place value when multiplying larger digits. Compacted columns of 1 digit multiplication which quickly moves to multiplication of 2 digit numbers. 48 x 6 288 4	Factor x factor = product Dividend Divisor Quotient Remainder Prime numbers Prime factors



6 tens	÷	3	=	2 tens
21 ones	÷	3	=	7 ones
81	÷	3	=	27

Formal division is introduced first with the use of place value counters; building on from knowledge in year 4 and how partitioning numbers into numbers divisible by the divisor can help

$$\begin{array}{r} 4\ 4\ \text{r}3 \\ 6\overline{)\ 2\ 5^{2}7} \end{array}$$

Learning then moves onto using short division which build upon known x tables facts and how known facts can be used to help

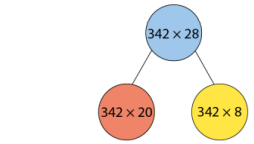
dividend ÷ divisor = quotient

$$\begin{array}{r} \text{quotient} \\ \text{divisor}\overline{)\ \text{dividend}} \end{array}$$

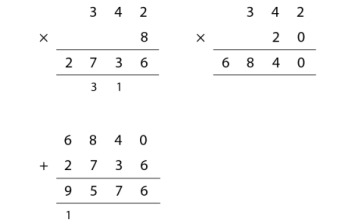
Year 6 Multiplication and Division

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the four operations

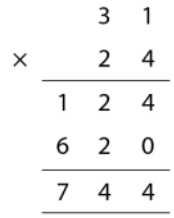
Part–part–whole model:



Short multiplication and combining partial products:

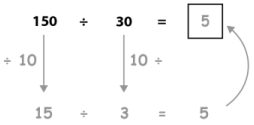


Solve multiplication calculations through partition and addition to ensure secure place value understanding and a deeper understanding

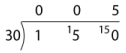


Children then moved onto compact column multiplication

- Scaling the dividend and divisor



- Recording as short division



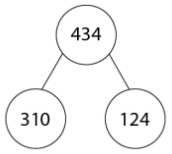
Scaling used to initially introduce dividing when the divisor is a 2 digit number (children still required to use their known number facts)

Factor x factor = product

Dividend
Divisor
Quotient
Remainder

Prime numbers

Prime factors

		• Recording as long division $\begin{array}{r} \quad 2\ \ r\,25 \\ 30\overline{)8\ \ 5} \\ \underline{6\ \ 0} \\ 2\ \ 5 \end{array}$ Long division: introduce when calculations can be solved with known number facts and remainder is clear to see Partitioning  $\begin{array}{rcrcr} 310 & \div & 31 & = & 10 \\ 124 & \div & 31 & = & 4 \\ \hline 434 & \div & 31 & = & 14 \end{array}$ Short division $\begin{array}{r} 0\quad 1\quad 4 \\ 31\overline{)4\quad {}^{4}3\quad {}^{12}4} \end{array}$ Long division $\begin{array}{r} 0\ 1\ 4 \\ 31\overline{)4\ 3\ 4} \\ \underline{3\ 1} \\ 1\ 2\ 4 \\ \underline{1\ 2\ 4} \\ 0 \end{array}$ (1 ten × 31 = 31 tens) (4 ones × 31 = 124 ones) Children are encouraged to use a range of different methods for division and then they can make informed choices on the most efficient method for different calculations which allows for flexible learners	

PROGRESSION OF SKILLS

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions & Decimals	Percentages	Ratio and Proportion	Algebra
Yr1	Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of 2s, 5s, 10s Identify and represent numbers using objects and pictorial representations Read and write numbers up to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Given a number, identify one more and one less	Read, write and interpret mathematical statements involving additional (+) and subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and 2-digit numbers to 20 including 0. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - ? = 9	Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (summer 1)	Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (Summer 2)			Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ? - 9
Yr2	Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward Read and write numbers to at least 100 in numerals and words Identify, represent and estimate	Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Show that addition of 2 numbers can be done in any order	Recall and use multiplication and division facts for the 2, 5, and 10 multiplication tables, including recognise odd and even numbers Show that multiplication of 2 numbers can be	Recognise, find, name and write fractions ⅓, 1/4, 2/4 and ¾ of length,shape, set of objects or quantity Recognise the equivalence of 2/4 and ½ Write simple fractions for example, ½ of 6 = 3			Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

	numbers using different representations, including the number line Recognise the place value of each digit in a two-digit number Compare and order numbers from 0 up to 100 USe place value and number facts to solve problems	(commutative) and subtraction of one number from another cannot. Recognise and use and the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Add and subtract numbers using concrete objects, pictorial representations, and mentally including: -2-digit numbers and ones -2-digit numbers and tens -two 2-digit numbers -adding three 1-digit numbers Solve problems with addition and subtraction Using concrete objects and pictorial representations, including those involving numbers, quantities and measures Apply their increasing knowledge of mental and written calculations	done in any order (commutative) and division of one number by another cannot Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division () and equals (=) sign Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.				

Yr3	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and words Recognise the place value of each digit in a 3-digit number Compare and order numbers up to 1000 Solve number problems and practical problems	Estimate the answer to a calculation and use inverse operation to check answers Add and subtract numbers, mentally, including: -3-digit number and ones -3-digit numbers and tens -3-digit number and hundreds Add and subtract numbers with up to 3-digits, using formal written method of columnar addition and subtraction Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction	Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit number, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Add and subtract fractions with the same denominator within one whole (e.g 5/7 +1/7 = 6/7) Solve problems that involve all of the above			Solve problems including missing number problems
Yr4	Count in multiples of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Identify, represent and estimate	Estimate and use inverse operations to check answers to a calculation Add and subtract numbers with up to 4-digits using the formal written method of	Recall multiplication and division facts for the multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide	Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 Recognise and show, using diagrams, families of common equivalent fractions	Solve simple measure and money problems involving fractions and decimals to two places		

	numbers using different representations Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include include the concept of zero and place value FInd 1000 more or less than a given number Recognise the place value of each digit in a 4-digit number Order and compare numbers beyond a 1000 Round any number to the nearest 10, 100, 1000 Solve problems that involve all of the above	columnar addition and subtraction where appropriate Solve addition and subtraction two-step problems in contexts, deciding which operations and method to use and why	mentally, including; multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Recognise and use factor pairs and commutativity in mental calculations Multiply 2-digit and 3-digit numbers by 1-digit numbers using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Add and subtract fractions with the same denominator Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Recognise and write decimals equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to ¼, ½, ¾ Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to 2 decimal places Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths			
Yr5	Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000 Count forwards and backwards with positive and negative whole	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Add and subtract whole numbers with more than 4-digits, including	Identify multiples and factors, including finding all factors pairs of a number, and common factors of 2 numbers Know and use the vocabulary of prime numbers, prime factors and	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert one form to the other and write mathematical	Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal Solve problems which require knowing percentage		

	numbers, including through zero Read, write, (order and compare) numbers up to at least 1, 000, 000 and determine the value of each digit Read Roman numerals to 1000 (M) and recognise years written in roman numerals Interpret negative numbers in context Round any number up to 1,000,000 Solve problems	using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly larger numbers Solve addition and subtraction multi-step problems in context deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Recognise and use square numbers and cube numbers, and the notation for squared and cubed Multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Solve problems involving	statements > 1 as a mixed number (e.g ⅖ +⅘ = 6/5 = 1 ⅕) Compare and order fractions whose denominators are all multiples of the same number Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions (e.g 0.71 = 71/100) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalent Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place Read, write, order and compare numbers with up to 3 decimal places Solve problems involving number up to 3 decimal places	and decimal equivalents of ½, ¼, ⅛, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25		

			multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates				
Yr6	Read, write (order and compare) numbers up to 10, 000, 000 and determine the value of each digit Round any whole number to a required degree of accuracy Use negative numbers in context and calculate intervals across zero Solve number and practical problems that involve all of the above.	Perform mental calculations , including with mixed operations and large numbers Use their knowledge of the order of operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why	Identify common factors, common multiples and prime numbers Use estimation to check answers to calculations and determine, in the context of the problem, an appropriate degree of accuracy Multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication Divide numbers up to 4-digits by a 2-digit whole number using the formal written method of long division and short division and interpret remainders as	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions >1 Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g ¼ x1/2 = ⅛) Divide proper fractions by whole numbers (e.g ⅓ divided by 2 = ⅙) Identify the value of each digit in numbers given to 3 decimal places Multiply and divide numbers by 10, 100 and 1000 giving	Associate a fraction with division and calculator decimals fraction equivalents (e.g. 0.375 for a simple fraction - e.g. ⅜) Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts Solve problems involving the calculation of percentages (e.g measures, and such as 15% of 360) and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two varaibles

			whole number remainders, fractions, or by rounding, as appropriate for the context Perform mental calculations, including with mixed operations and large numbers Solve problems involving all four operations Use their knowledge of the order of operations to carry out calculations involving all 4 operations.	answers up to 3 decimal places Multiply one-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places Solve problems which require answers to be rounded to specified degrees of accuracy			

How do we measure the impact?

Weekly fluency tests & TTRS scores	Morning Maths (The great 8, times tables...)	Daily over the shoulder marking - DREAMS to tackle misconceptions, DIGGING DEEPER to extend learning.	Summative standardised tests: PUMA, SATs WRM end of unit assessments