

# CURRICULUM DESIGN FOR RWM









INTENT To make the	I TE LIVING GUKKIGULUM  (Advanturous Evnariances)								IMPACT High standards:						
learning Stick	The Venture 60	Venture Surfing Beach Forest Outdoor Three to learn Coast Lands Bristol London Resid Wimbledon Adventuro								Literacy					
Link	THE DISCRETE CURRICULUM								Oracy Numeracy						
Useful	(The Daily Deal)														
Build	TFW		Read rite Inc	Mast Mat	-	shared eading			Topics		ths	& Reading	g exp	eriences	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







#### THE VENTURE 60



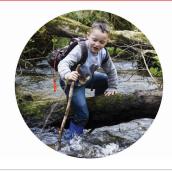




Climb a tree		
Build your own den		
Build a bridge across a river		
Sleep in a bivi/shelter		
Camp out in a tent		
Go on a night hike		
Track a wild animal		
Find your way using a map and compass		
Dam a stream		
Create some wild artwork		
Learn to surf and jump in the waves		
Visit a working farm		
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		

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	













LIVING	Nur-Rec	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
CURRICULUM EXAMPLES	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				
<ul> <li>That children experience daily high quality Phonics lessons</li> <li>That children have matched home reading practice books</li> <li>That a comprehensive intervention program is used for any child that has not met expected standards</li> <li>That high quality class texts are used to teach a wide range of comprehension, literacy and vocabulary</li> <li>Word clarification and pre-teach allows pupils to expand their vocabulary</li> <li>Explicit modelling of comprehension strategies underpins the reading process</li> </ul>	<ul> <li>Shared Reading (explicit teaching of comprehension skills through high quality texts)</li> <li>Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting)</li> <li>Fresh Start Phonics (high quality daily Phonics teaching all allow quick catch up for pupils working at pre-key stage standards)</li> <li>Accelerated Reader (motivates pupils to read with independence and allows teachers to closely monitor reading standards for progression)</li> <li>Reading Spine (exposes pupils to a range of classic authors and modern texts)</li> </ul>				



## **Reading Skills Progression**

Objectives in italics relate to word reading

Objectives not in italics relate to text comprehension

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					
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	Read individual	I use phonics as my			
	letters by saying	first strategy to work			
	the sounds for	out words that I do not			
	them	know			
	them	KNOW			
	Blend sounds into	I can respond speedily			
	words to read short	to graphemes for all 40+			
	words	phonemes (e.g. RWI Set			
	Bood come letter	1, 2 and some Set 3)			
	Read some letter	to a subtract a second			
	groups e.g. 'th',	I can blend sounds			
l Vr	'igh'	together to read			
Yr	5 / 6	unfamiliar words			
	Read a few				
	common exception	I can read red words			
	words linked to the	that I come across in			
	school's phonics	age appropriate texts			
	scheme				
		I can read words of			
	Read simple	more than one syllable			
	phrases and				
	sentences	I can read aloud a			
		phonetically decodable			
	Re-read books to	text at an age			
	build up their	appropriate level e.g.			
	confidence, fluency	RWI Yellow Spr 2			
	and understanding				
		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			

					•	•
	Read individual	I use phonics as my	I can read accurately			
	letters by saying	first strategy to work	words of two or more			
	the sounds for	out words that I do not	syllables e.g.			
	them	know	helicopter			
	Blend sounds into	I can respond speedily	I can read most words			
	words to read short	to graphemes for all 40+	containing common			
	words	phonemes (e.g. RWI Set	suffixes e.g. ing, ed			
	Words		Sumixes e.g. mg, eu			
		1, 2 and some Set 3)				
	Read some letter		I can fluently read an			
		I san bland saveds				
	groups e.g. 'th',	I can blend sounds	age appropriate text			
	'igh'	together to read	e.g. RWI grey/ AR			
	ı "	unfamiliar words	yellow			
I VI'-		umammar words	yellow			
	Read a few					
	common exception	I can read red words	I can read a passage			
	•					
	words linked to the	that I come across in	of age appropriate			
	school's phonics	age appropriate texts	text (e.g. RWI			
	scheme	-9				
	Scrienie		assessment passage)			
		I can read words of	at 90+ words per			
	Read simple	more than one syllable	minute			
		more than one synable	minute			
	phrases and					
	sentences	I can read aloud a	I can sound out any			
		phonetically decodable	unfamiliar words			
	Re-read books to	text at an age	accurately			
	build up their	appropriate level e.g.	_			
	confidence, fluency	RWI Yellow Spr 2	I can recognise when			
	and understanding		my reading doesn't			
		I can answer simple	make sense and can			
		questions about the	correct it			
		characters and events				
		in a story	I can answer			
		lina Story				
			comprehension			
		I can recognise when	questions about what			
		my reading doesn't	I have read			
			i nave reau			
		make sense and can try				
		to correct it	I can make inferences			
			about what I have			
		I can say how a	read			
		character might be				
			l			
		feeling and why	I can summarise and			
			explain what has			
		Loop clearly explain				
		I can clearly explain	happened so far in a			
		what I have read	book I am reading			
			_			

Lean read accurately there would be the content of the count of the county of the co							
Iterate sounds for them out words that I do not words the I do not them out words that I do not them out words and the them out to read short words to read short words for for the school's phonics scheme    Can read and read words for		Read individual	I use phonics as my	I can read accurately	I can read aloud with		
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Blend sounds into words to read short words words of graphemes for all 40-th phonemses (e.g., RW Set 1, 2 and some Set 3)  Read some letter groups e.g. 'th', 'igh'  Read a few common exception words inked to the school's phonics scheme  Read simple phrases and sentences  Re-read books to build up their confidence, fluency and understanding  Read simple phrases and sentences confidence, fluency and understanding  I can read aloud a phonetically decodable text at an age appropriate lext local manifelation words accurately and understanding  I can recognise when my reading doesn't make sense and can try to correct it characters and words in a story  I can recognise when my reading doesn't make sense and can try to correct tit belanced in a story  I can call yexplain what I have read  I can clearly explain what I have read  I can saum of selection and the story of the first properties of the story of the first properties of the story of the story of the first properties and country to correct it can assert might be feeling and why  I can clearly explain what I have read  I can saumorarise and country to correct it can be appended to the story of th					panetaation		
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Read simple phrases and sentences  Read simple phrases and sentences  Read simple phrases and sentences  I can read aloud a phonetically decodable test and understanding  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 asy how a character might be feeling and why  I can clearly explain what I have read  I can clearly explain what I have read  I can clearly explain what has lavered with a feeling and why  I can reading beginning to degree the feeling and why  I can asy how a character might be feeling and why  I can clearly explain what I have read  I can suggester to read unfamiliar words are an exception to the rule to		Read some letter		I can fluently read an			
Read a few common exception words linked to the school's phonics scheme scheme appropriate lexts and phonetically decodable text at an age appropriate level e.g. RWI grey/AR yellow words are an exception to the rule text (e.g. RWI assessment passage) of age appropriate text (e.g. RWI assessment passage) at 90- words per minute more than one syllable phrases and sentences  I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI grey/AR yellow yellow spreading doesn't make sense and can try to correct it  I can recognise when my reading doesn't make sense and can try to correct it  I can asy how a character might be feeling and why  I can clearly explain what I have read  I can clearly explain what I have read  I can summarise and explain what has labout an applications about the claracter wight to easily the feeling and why  I can clearly explain what I have read  I can summarise and explain what has labout an applications about the claracter might be feeling and why  I can clearly explain what I have read  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 are an exception to the rule to the rule of		groups e.g. 'th',	I can blend sounds	age appropriate text			
Read a few common exception words linked to the school's phonics scheme  I can read words of more than one syllable phrases and sentences  Re-read books to build up their confidence, fluency and understanding  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  unfamiliar words  I can read a passage of age appropriate texts ext ext (e.g. RW assessment passage)  I can read about 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 answer simple questions about what I have read  I can answer comprehension questions about what I have read  I can summarise and explain what I have read  I can summarise and explain what I have read  I can summarise and explain what I have read  I can summarise and explain what I have read  I can summarise and shout what I have read  I can summarise and shout what I have read  I can summarise and shout what I have read  I can summarise and shout what I have read  I can summarise and shout what I have read  I can summarise and shout what I have read  I can summarise and shout what I have read in a book I am reading to dearly word meaning.  I can sound out any unfamiliar words accurately  I can sound out any unfamiliar words accurately  I can sound out any unfamiliar words accurately  I can susprefixes, suffixes and not words to clarify word meaning.  I can cal adoud a pow words per minute  I can sound out any unfamiliar words accurately  I can sound out any unfamiliar words accurately  I can sead habetically ordend text to find information  I can susprefixes, suffixes and not words to clarify word meaning.  I can sound out any unfamiliar words accurately  I can sead babetically ordend text to find information  I can answer confidence, fluency of the features of different text types  I can an			together to read	e.a. RWI arev/ AR			
PTT3  Read simple phrases and sentences Re-read books to build up their confidence, fluency and understanding  I can read words to tarty to correct it  I can answer simple questions about the characters and events in a story  I can read goesn'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  Lan summarise and explain what I have read  Lan summarise and subject to the same and to the same author are almillar text of a paper when my reading doesn't make sense and can try to correct it  Lan and summarise and explain what I have read  Lan summarise and subject to the same author are almillar text to can summarise and explain what I have read  Lan use prefixes, suffixes and passage of age appropriate text (e.g. RWI was sessement passage) at 90+ words per minute  Lan can aloud a phonetically decodable text at an age appropriate text (e.g. RWI was sessement passage) at 90+ words per minute  Lan sound out any unfamiliar words accurately the sessement passage at 90+ words per minute  Lan use aphabetically ordered text to find information in the context of the word was accurately unfamiliar words accurately unfamilia		~	. •		the rule		
The state of the school's phonics scheme  I can read words of age appropriate text scheme  I can read words of more than one syllable phrases and sentences  Re-read books to build up their confidence, fluency and understanding  I can recognise when my reading doesn't make sense and can try to correct it  I can recognise when my reading doesn't make sense and can try to correct it  I can say how a characters made words of more than one syllable text at an age appropriate level e.g., RWI Yellow Spr 2  I can recognise when my reading doesn't make sense and can try to correct it  I can recognise when my reading doesn't make sense and can try to correct it  I can can say how a character might be feeling and why  I can clearly explain what I have read  I can clearly explain what I have read  I can summarise and such a shappened so far in a book I am reading  I can start to recognise how a text to recognise how a started to the substance of age appropriate text (e.g. RWI wassessment passage) o		Read a few		,	I can use prefixes, suffixes		
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 can read shout the characters and events in a story  I can 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 clearly explain what I have read  I can clearly explain what I have read  I can summarise and explain that I reading a poprojate level as appeared for age appropriate lext (e.g. RWI selsow for age appropriate lext (			I can read red words	I can road a nassago			
School's phonics scheme  I can read words of more than one syllable  I can read aloud a phonetically decodable text at an age appropriate level e.g. at an age appropriate level e.g. ap		·					
Scheme  Read simple phrases and sentences  Re-read books to build up their confidence, fluency and understanding  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 clearly explain what I have read  sesessment passage) at 90+ words per minute  I can sound out any unfamiliar words accurately  I can sound out any unfamiliar words accurately  I can recognise when my reading doesn't make sense and can try to correct it  I can answer comprehension questions about that I have read  I can say how a character might be feeling and why  I can clearly explain what I have read  I can say why books by the same author are similar book I am reading					Loop aloute would make to		
Read simple phrases and sentences Re-read books to build up their confidence, fluency and understanding Read simple phrases and sentences Re-read books to build up their confidence, fluency and understanding Read simple phrases and sentences Re-read books to build up their confidence, fluency and understanding  I can answer simple questions about the characters and events in a story 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 summarise and explain what I have read I can summarise and explain what I have read I can summarise and explain what I have read I can say how book I am reading I can say the beams author are similar book I am reading I can say the beams author are similar text to find information 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 say how a character might be feeling and why I can clearly explain what I have read I can say they books by the same author are similar book I am reading		-	age appropriate texts				
Read simple phrases and sentences  Re-read books to build up their confidence, fluency and understanding  I can read words or minute  I can read aloud a phonetically decodable text at an age appropriate level e.g., RWI Yellow Spr 2, 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 answer comprehension questions about that I have read  I can say how a character might be feeling and why  I can clearly explain what I have read  I can clearly explain what I have read  I can say how a character might be feeling and why  I can clearly explain what I have read  I can say how a book I am reading  I can say how be to different explain to different explain what has happened so far in a book I am reading  I can say how a text relates to its bistorical  I can as why books by the same author are similar became author are similar  I can say hybods by the same author are similar became author are similar be		scneme					
phrases and sentences  Re-read books to build up their confidence, fluency and understanding  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 any how a character might be feeling and why  I can clearly explain what I have read  I can card aloud a phonetically decodable text at an age appropriate level e.g. RIW Yellow Spr 2  I can answer simple questions about the characters and events in a story  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 say thow a can try to correct it an age appropriate level e.g. RIW Yellow Spr 2  I can answer simple questions about what I have read  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 say thy books by the same author are similar text relates to its historical	11.0			•			
Re-read books to build up their confidence, fluency and understanding and understanding large consistences and understanding and understanding large confidence, fluency and understanding doesn't make sense and can correct it large may be comprehension questions about what I have read large comprehension questions abo	Vry	•	more than one syllable	minute			
Tean read audud 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 asy how a character might be feeling and why  I can clearly explain what I have read  I can recognise when my reading doesn't make sense and can try to correct it  I can summarise and everted to correct it  I can summarise and explain what I have read  I can summarise and explain what I have read  I can summarise and explain what has happened so far in a book I am reading  I can sed out during unfamiliar words accurately  I can recognise when my reading doesn't make sense and can try to correct it  I can answer comprehension questions about what I have read  I can answer comprehension questions about what I have read  I can answer comprehension questions about what I have read  I can summarise and explain what has happened so far in a book I am reading  I can sumto dur any unfamiliar words accurately  I can identify the features of different text types  I can une organisational devices to find information  I can summarion the choice of language that is used  I can justify my predictions and inferences about what I have read  I can esqual devices to find information  I can event text types  I can recognise when my reading doesn't make sense and can correct it  I can answer comprehension  I can recognise when my reading doesn't make sense and can correct it  I can answer comprehension  I can recognise when my reading doesn't make sense and can correct it  I can answer comprehension  I can recognise when my reading doesn't make sense and can correct it  I can answer comprehension  I can accument on the choice of language that is used  I can justify my predictions and inferences about what I have read  I can summariae and explain what has happened so far in a book I am reading							
Re-read books to build up their confidence, fluency and understanding  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 correct it  I can recognise when my reading doesn't make sense and can correct it  I can an answer comprehension questions about what in a story  I can say how a character might be feeling and why  I can clearly explain what I have read  I can clearly explain what I have read    I can clearly explain what I have read		sentences			information		
Re-read books to build up their confidence, fluency and understanding  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 correct it  I can answer comprehension questions about what in a story  I can say how a character might be feeling and why  I can clearly explain what I have read  I can clearly explain what I have read    I can clearly explain what I have read			phonetically decodable	unfamiliar words	I can identify the features of		
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confidence, fluency and understanding  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 say whow a character might be feeling and why  I can clearly explain what I have read  I can summarise and explain what I have read  I can summarise and explain what has happened so far in a book I am reading  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 answer comprehension questions are read event with reference about what I have read  I can answer comprehension questions are re		build up their	appropriate level e.g.	-			
and understanding  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 correct it  I can answer comprehension questions about what I have read  I can say how a character might be feeling and why  I can clearly explain what I have read  I can clearly explain what I have read  I can summarise and explain what has happened so far in a book I am reading  I can start to recognise when my reading doesn't make sense and can correct it  I can answer comprehension questions about what I have read  I can empathise with a character  I can empathise with a character  I can empathise with a character  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		•		I can recognise when			
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 say who to k I am reading  I can say why books by the same author are similar book I am reading  I can say why books by the same author are similar I can say why books by the same author are similar I can start to recognise how a text relates to its historical					devices to find information		
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characters and events in a story  I can recognise when my reading doesn't make sense and can try to correct it  I can make inferences about what I have read  I can summarise and explain what I have read  I can clearly explain what I have read  I can summarise and explain what I have read  I can summarise and explain what I have read  I can summarise and explain what has happened so far in a book I am reading  I can say why books by the same author are similar  I can start to recognise how a text relates to its historical			•				
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Comprehension questions about what I have read  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 summarise and explain what I have read  I can summarise and explain what has happened so far in a book I am reading  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				Loon anower	Loan ampathics with a		
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I can make inferences about what I have read  I can say how a character might be feeling and why  I can clearly explain what I have read  I can summarise and explain what has happened so far in a book I am reading  I can say how a character might be feeling and why  I can summarise and explain what has happened so far in a book I am reading  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 say why books by the same author are similar  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 have read			
about what I have read  I can say how a character might be feeling and why  I can summarise and explain what has happened so far in a book I am reading  I can say how a character might be feeling and why  I can summarise and explain what has happened so far in a book I am reading  I can say why books by the same author are similar  I can start to recognise how a text relates to its historical			•		evidence		
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character might be feeling and why  I can summarise and explain what has happened so far in a book I am reading  I can summarise and explain what has happened so far in a book I am reading  I can say why books by the same author are similar  I can say why books by the same author are similar  I can say why books by the same author are similar  I can say why books by the same author are similar				about what I have			
character might be feeling and why  I can summarise and explain what has happened so far in a book I am reading  I can summarise and explain what has happened so far in a book I am reading  I can say why books by the same author are similar  I can say why books by the same author are similar  I can say why books by the same author are similar  I can say why books by the same author are similar			I can say how a	read			
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what I have read book I am reading  I can start to recognise how a text relates to its historical			I can clearly explain	•			
I can start to recognise how a text relates to its historical					same author are similar		
a text relates to its historical			Wildtillave lead	Dook I am reading	I can etart to recognise how		

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

	December of the state of the	I It	1 4-1	I can read aloud with	1	Language and have to	
	Read individual	I use phonics as my	I can read accurately	confidence understanding	I can read all the	I can work out how to	
	letters by saying	first strategy to work	words of two or more	how to use a range of	words on the year 3/4	pronounce words with	
	the sounds for	out words that I do not	syllables e.g.	punctuation	spelling list	the same spelling	
	them	know	helicopter		Loop road ago	correctly using	
			•	I can read age appropriate	I can read age appropriate texts with	sentence context	
	Blend sounds into	I can respond speedily	I can read most words	books with confidence and	confidence and		
	words to read short	to graphemes for all 40+	containing common	fluency	fluency	I can read age	
				I can read tricky words with	nachey	appropriate texts with	
	words	phonemes (e.g. RWI Set	suffixes e.g. ing, ed	unusual correspondences	I can identify the	confidence and fluency	
		1, 2 and some Set 3)		between spelling and sound	features of different	I can read complex	
	Read some letter		I can fluently read an		fiction and non fiction	sentences with fluency	
	groups e.g. 'th',	I can blend sounds	age appropriate text	I can recognise where	texts	and accuracy	
	ʻigh'	together to read	e.g. RWI grey/ AR	words are an exception to the rule		and accuracy	
		unfamiliar words	vellow	the rule	I can use skimming,	I can respond to	
	Read a few		***	I can use prefixes, suffixes	scanning and text	sophisticated	
	common exception	I can read red words	I can read a passage	and root words to clarify	marking	punctuation when I	
	words linked to the	that I come across in	of age appropriate	word meaning.		read	
					I can use knowledge		
	school's phonics	age appropriate texts	text (e.g. RWI	I can clarify word meaning using the context of the	from wider reading to	I can discuss complex	
	scheme		assessment passage)	word	support my ideas	narrative plots	
		I can read words of	at 90+ words per	Word	I can seek out clues in		
	Read simple	more than one syllable	minute	I can use alphabetically	a text to improve my	I can summarise key	
	phrases and			ordered text to find	understanding	points from multiple	
	sentences	l can read aloud a	I can sound out any	information	andorotananig	paragraphs	
		phonetically decodable	unfamiliar words	Landidantification for the section of	I can comment on the	Leen comment	
Vpb	Re-read books to	text at an age	accurately	I can identify the features of different text types	choice of language	I can compare, contrast and evaluate	
	build up their	appropriate level e.g.	accurately	different text types	that is used to build	different text types	
				I can use organisational	suspense and	unierent text types	
	confidence, fluency	RWI Yellow Spr 2	I can recognise when	devices to find information	character	I can draw information	
	and understanding		my reading doesn't			from different parts of	
		I can answer simple	make sense and can	I can comment on the choice of language that is	I understand how the	a text	
		questions about the	correct it	used	author wants the		
		characters and events		4004	reader to respond	I can identify and	
		in a story	I can answer	I can empathise with a	I can summarise key	comment on figurative	
			comprehension	character	points	and descriptive	
		I can recognise when	questions about what	I can justify my predictions	politis	language choices as	
		my reading doesn't	I have read	and inferences using	I can recognise	well as non fiction	
		make sense and can try	Thave read	evidence	themes from a range	language choices	
		to correct it	I can make inferences		of books	I can describe an	
		to correct it		I can evaluate a text with		author's style	
			about what I have	reference to its text type	I can recognise some	author's style	
		I can say how a	read	I can begin to identify	forms of poetry	I can talk about themes	l
		character might be		different points of view in a		in stories which link to	
		feeling and why	I can summarise and	text	I can comment on	other texts	
			explain what has		word choices which	1	
		I can clearly explain	happened so far in a	I can say why books by the	express	I can compare the	
		what I have read	book I am reading	same author are similar	feelings/moods/attitud	openings of novels	
			and the same of th	I can start to recognise how	es	1	
				a text relates to its historical	I can understand	I understand how texts	l
				or cultural setting.	different viewpoints in	reflect the time and	l
					a text	culture of when they were written	
						were written	

				Lancard aloud with			
	Read individual	I use phonics as my	I can read accurately	I can read aloud with confidence understanding	I can read all the	I can work out how to	I can read age appropriate books
	letters by saying	first strategy to work	words of two or more	how to use a range of	words on the year 3/4	pronounce words with	with confidence and
	the sounds for	out words that I do not	syllables e.g.	punctuation	spelling list	the same spelling correctly using	fluency (including
	them	know	helicopter	•	l can read age	sentence context	whole novels)
			•	I can read age appropriate	appropriate texts with	Semence context	
	Blend sounds into	I can respond speedily	I can read most words	books with confidence and	confidence and		I can read aloud with intonation that shows
	words to read short	to graphemes for all 40+	containing common	fluency	fluency	I can read age	understanding
	words	phonemes (e.g. RWI Set	suffixes e.g. ing, ed	I can read tricky words with		appropriate texts with confidence and fluency	understanding
	Words	1, 2 and some Set 3)	Sumixes e.g. mg, eu	unusual correspondences	I can identify the	confidence and fidency	I can use a range of
	D	i, z and some set s)		between spelling and sound	features of different	I can read complex	strategies to work out
	Read some letter		I can fluently read an		fiction and non fiction	sentences with fluency	word meaning
	groups e.g. 'th',	I can blend sounds	age appropriate text	I can recognise where words are an exception to	texts	and accuracy	I can explain and
	ʻigh'	together to read	e.g. RWI grey/ AR	the rule		•	discuss the meaning
		unfamiliar words	yellow		I can use skimming,	I can respond to	of what I have read
	Read a few			I can use prefixes, suffixes	scanning and text marking	sophisticated	using evidence
	common exception	I can read red words	l can read a passage	and root words to clarify	Illai Kilig	punctuation when I	Lanca duning
	words linked to the	that I come across in	of age appropriate	word meaning.	I can use knowledge	read	I can draw on inferences to reach
	school's phonics	age appropriate texts	text (e.g. RWI	I can clarify word meaning	from wider reading to	Landina	opinions and justify
	scheme	-gppp	assessment passage)	using the context of the	support my ideas	I can discuss complex narrative plots	these with evidence
	00.10.110	I can read words of	at 90+ words per	word	,	narrative piots	
V <sub>20</sub> O	Read simple	more than one syllable	minute	Lancoura alababada dha	I can seek out clues in	I can summarise key	I can make
Vrh	phrases and	more than one synable	mmate	I can use alphabetically ordered text to find	a text to improve my	points from multiple	comparisons within and across texts
	•			information	understanding	paragraphs	and across texts
	sentences	I can read aloud a	I can sound out any				I can evaluate how
		phonetically decodable	unfamiliar words	I can identify the features of	I can comment on the	I can compare,	authors use figurative
	Re-read books to	text at an age	accurately	different text types	choice of language that is used to build	contrast and evaluate	and non fiction
	build up their	appropriate level e.g.		I can use organisational	suspense and	different text types	language for a purpose
	confidence, fluency	RWI Yellow Spr 2	I can recognise when	devices to find information	character	1	purpose
	and understanding		my reading doesn't		5.1.u. u. 0.00.	I can draw information from different parts of	I understand
		I can answer simple	make sense and can	I can comment on the	I understand how the	a text	abbreviations,
		guestions about the	correct it	choice of language that is	author wants the	a text	colloquialisms and
		characters and events		used	reader to respond	I can identify and	specialist vocabulary
		in a story	l can answer	I can empathise with a		comment on figurative	I know the difference
		u otory	comprehension	character	I can summarise key	and descriptive	between fact and
		I can recognise when	questions about what		points	language choices as	opinion
		my reading doesn't	I have read	I can justify my predictions and inferences using	I can recognise	well as non fiction	I can identity explicit
		make sense and can try	i ilave reau	evidence	themes from a range	language choices	and implicit points of
		•		511451155	of books	l and describe an	view
		to correct it	I can make inferences	I can evaluate a text with		I can describe an author's style	
			about what I have	reference to its text type	I can recognise some	autilor's style	I can make predictions
		I can say how a	read	I can begin to identify	forms of poetry	I can talk about themes	using detailed knowledge of text
		character might be		different points of view in a		in stories which link to	types
		feeling and why	I can summarise and	text	I can comment on	other texts	Special Control of the Control of th
			explain what has		word choices which		I can compare and
		I can clearly explain	happened so far in a	I can say why books by the	express	I can compare the	contrast author's
		what I have read	book I am reading	same author are similar	feelings/moods/attitud es	openings of novels	styles
				I can start to recognise how	63		I can discuss themes
				a text relates to its historical	I can understand	I understand how texts	and conventions in
				or cultural setting.	different viewpoints in	reflect the time and culture of when they	and across a wide
					a text	were written	range of writing
						MOLE MULTELL	

## **Shared Reading Question Progression**

	<u>KS1</u>	KS2		
<u>Question Type</u>	Year 1 and 2	Year 3 and 4	Year 5 and 6	
Copy Cal	What doeslook like? What colour is? What animal is? Where didgo? Why didrun 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	

	<u>KS1</u>	K	<u>52</u>
<u>Question Type</u>	Year 1 and 2	Year 3 and 4	Year 5 and 6
Te*t petective	How can we tell that?  How didknow?  Doeslike? 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

م ان ح	<u>KS1</u>	K	<u>52</u>
<u>Question Type</u>	Year 1 and 2	Year 3 and 4	Year 5 and 6
Author's Craft	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 iswritten 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/phrasewhy?  How does the author make the reader feel by using?	For what purpose does the author?  Why does the author usedespite 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?

	<u>KS1</u>	K	<u>S2</u>
<u>Question Type</u>	Year 1 and 2	Year 3 and 4	Year 5 and 6
Judge	How would you feel if?  Would you like to?  Do you agree with?  Do you thinkwould be a nice friend to have?  What would your favourite be? Why?  Would you like to have lived in this place/time?	If you werehow 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/MaybeExplain 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 bookexplain  Compare  Contrast

## **Shared Reading Book Progression**

	Book Title	AR Book Band	AR ZPD	AR Rating	
Nursery	to a wide range of high quality sto	In our Nursery we follow the 'Read Write Inc Nursery' scheme. The children undertake <b>speaking and listening activities</b> and are exposed to a wide range of high quality stories and nursery rhymes. In the summer term before starting school, pupils <b>begin to learn their Set 1 sounds</b> . Pupils begin to read short ' <b>blending books</b> ' when they are confident in reading the first set of sounds.			
Reception	ability. Pupils working at expected	igh quality Phonics sessions followilevels will learn <b>Set 1 and 2</b> during to simple comprehension question	the Reception Year and will finish t	he year reading at or above	
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 <b>Set 2 and 3</b> during Year 1 and will finish the year reading <b>Grey</b> 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.			<b>y</b> level books or will have	
	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 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	<mark>Blue</mark> 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	Yellow	4.7	MY
	Krindlekrax	Yellow	4	MY
	Viking at school	Yellow	4.2	MY
	The Witches	Yellow	4.7	MY
	War Horse	Red	5.9	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	MY MY UY MY MY
Year 6 Any pupils working at Pre Key-Stage Levels will be following RWI Fresh Start	Listen to the Moon	<mark>Red</mark>	5.9	MY+
	Goodnight Mr Tom	<mark>Red</mark>	5.1	MY
	Gold of the Gods	Black	6.3	MY
	Wizards of Once	Black	6.5	MY

	Reading Spine Library					
Yr1	Burglar Bill  Jamet & Allan Abberg	FUNNYBONES	Che Smartes, GIANT & in Town	SUPERA DIAL TRANS	Room on the Broom	Paddington Michael Bond
Yr2	Jill Tomlinson  The Over the Control of the Dork	ROALD DAHL	WHERE THE WILD THINGS TARE  STORY AND PICTURES BY MAURICE SENDAK	BIG BAD	Ever Sales Fig. 10.	CANTAOU SLEEP.  LITLE BEARS  Manuscript  M
Yr3	Charlottes Web	ROALD DAHL MAGIC FINGER	David Wolf dasc  FING  Find The Control of the Cont	ROALD DAHL GEORGES	DIARY When Middle Control Cont	End Buffe
Yr4	ROALD DAHL	the Iron	TOM GATES	David Walliams  DEMON DENTIST	The Ball Beginning	NARNIA TELION WITCH WARDTHE WARDROBE
Yr5	JK ROWLING. HARRY POTTER		LOUIS SACHAR  holes	michael morpulgo Born to Run To see hard as method by	WOLF BROTHER MICHELE PAVER	ROALD DAHL
Yr6	Bog Back Cross *	CRESSIDA CONVEIL WIZARDS ONCE	THE INFINITE LIVES  MAISTE  CHRISTMER EDGE 277	THE HUNGER GAMES SUZANNE COLLINS	The Manne	Goodright  Mixter  Tom  40

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					
<b>L</b>					

## **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.

<b>Implementation</b>			
Teaching principles	Teaching approaches		
<ul> <li>Expanded vocabulary leads to better academic outcomes</li> <li>Fiction is best taught when based on a quality model text</li> <li>Non-fiction text models should be real, things children can / have experienced</li> <li>Shared writing underpins the teaching of the writing process</li> <li>Learning and retelling a story helps their own composition and memory of vocab</li> </ul>	<ul> <li>Talk for Writing (shared writing underpins the teaching process)</li> <li>Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting)</li> <li>Dictation for developing writers (developing the basics in sentence construction)</li> <li>Helicopter Stories (creating imaginative, young storytellers)</li> </ul>		

## 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 'l' 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 'l' 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 'l' 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 'l' 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 'l' 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 'l' 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

	Planning Tool (Story map/story mountain)			
	Whole Class retelling of a story			
YrR	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)			
	Use simple determiners and prepositions in sentences			

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

	D	1			1
	Planning Tool (Story	Plan an opening	Secure use of		
	map/story mountain)	around a	planning tools (story		
		character/setting/	map.story		
	Whole Class retelling	time of day/weather.	mountain/story grid)		
	of a story				
		Understand the five	Understand the five		
	Understand	parts of a story	parts of a story with		
	beginning, middle	(opening, build up,	more complex		
	and end	climax, resolution,	vocabulary		
	Retell a simple 5 part	ending)	Vocabular y		
		ending)	Write multiple		
	story	Frankalliah airanta			
	0	Embellish simple	sentences to		
	Say, write and read	sentences with	formulate an ending		
	back simple	openers (such as ly			
	sentences	words)	Use a variety of		
			sentence openers		
	Use compound	Use compound			
V <sub>20</sub> O	sentences with	sentences with a	Embellish simple		
Yr2	simple coordinating	greater range of	sentences using		
	conjunctions (and,	coordinating and	descriptive tools		
	but, so)	subordinating	(eg: 2 adjectives with		
		conjunctions	a noun/lists of three)		
	Compare using	(or/because/when/whi			
	similes (like)	le)	Use exclamations,		
	` ′	,	questions,		
	Use repetition (he	Compare using	statements and		
	walked and walked)	similes (like and as)	commands.		
	Describe using	Use alliteration	Write complex		
	adjectives and		sentences using		
	adverbs	Use a greater range	relative clauses and		
	4440103	of prepositions and	subordinate clauses		
	Use simple	determiners	Suborumate clauses		
		determiners	Write short and long		
	prepositions and	lles avalementiens	Write short and long		
	determiners in	Use exclamations,	sentences		
	sentences	questions and			
		statements.	Accurately proofread		
			writing		
					l l

	Planning Tool (Story	Plan an opening	Secure use of	Use paragraphs to		
	map/story mountain)	around a	planning tools (story	organise parts of a		
		character/setting/	map.story	story		
	Whole Class retelling	time of day/weather.	mountain/story grid)			
	of a story			Understand that:		
		Understand the five	Understand the five	Openings should		
	Understand	parts of a story	parts of a story with	include detailed		
	beginning, middle	(opening, build up,	more complex	description of		
	and end	climax, resolution,	vocabulary	character and setting		
	Retell a simple 5 part	ending)		A build up must build		
	story		Write multiple	suspense		
		Embellish simple	sentences to	The climax needs		
	Say, write and read	sentences with	formulate an ending	action and dialogue		
	back simple	openers (such as ly		Resolutions must link		
	sentences	words)	Use a variety of	with the problem		
			sentence openers	Endings must link		
	Use compound	Use compound	<b>=</b>	back to the beginning		
VnO	sentences with	sentences with a	Embellish simple	and show character		
<b>Y</b> 15	simple coordinating	greater range of	sentences using	growth.		
	conjunctions (and,	coordinating and	descriptive tools	Han annelfin		
	but, so)	subordinating	(eg: 2 adjectives with a noun/lists of three)	Use specific vocabulary choices		
	Compare using	conjunctions (or/because/when/whi	a noun/lists of three)	for impact and effect		
	similes (like)	le)	Use exclamations,	ioi iiiipact and effect		
	Sillines (like)	ie)	questions,	Embellish sentences		
	Use repetition (he	Compare using	statements and	using adverbial and		
	walked and walked)	similes (like and as)	commands.	noun phrases		
	Walkou and Walkou)	ommoo (mo ana ao)	oommanas.	alongside other		
	Describe using	Use alliteration	Write complex	descriptive tools		
	adjectives and		sentences using			
	adverbs	Use a greater range	relative clauses and	Use complex		
		of prepositions and	subordinate clauses	sentences with		
	Use simple	determiners		multiple clauses.		
	prepositions and		Write short and long	_		
	determiners in	Use exclamations,	sentences	"Drop in" relative		
	sentences	questions and		clauses.		
		statements.	Accurately proofread			
			writing	Use sentences of 3		
				for description		

	Planning Tool (Story	Plan an opening	Secure use of	Use paragraphs to	Use paragraphs to	
	map/story mountain)	around a	planning tools (story	organise parts of a	show changes in time	
	aprotorycama,	character/setting/	map.story	story	and place	
	Whole Class retelling	time of day/weather.	mountain/story grid)			
	of a story	dillo or day/woulder.	mountaingolory grid)	Understand that:	Write to show	
	or a story	Understand the five	Understand the five	Openings should	dilemma and to build	
	Understand	parts of a story	parts of a story with	include detailed	suspense	
	beginning, middle	(opening, build up,	more complex	description of	Suspense	
	and end	climax, resolution,	vocabulary	character and setting	Write with clear	
	Retell a simple 5 part	ending)	Vocabulary	A build up must build	distinction between a	
	story	ending)	Write multiple	suspense	resolution and an	
	Story	Embellish simple	sentences to	The climax needs	ending	
	Say, write and read	sentences with	formulate an ending	action and dialogue	ending	
	back simple	openers (such as ly	Torritalate all enailig	Resolutions must link	Start sentences in	
	sentences	words)	Use a variety of	with the problem	increasingly varied	
	Sentences	Words	sentence openers	Endings must link	ways (eg: with a	
	Use compound	Use compound	Sentence Openers	back to the beginning	simile/ed starters/ing	
	sentences with	sentences with a	Embellish simple	and show character	starters)	
Vn/	simple coordinating	greater range of	sentences using	growth.	starters)	
Y14	conjunctions (and,	coordinating and	descriptive tools	growth.	Use a sentence of 3	
	but, so)	subordinating	(eg: 2 adjectives with	Use specific	for action	
	but, soj	conjunctions	a noun/lists of three)	vocabulary choices	ioi action	
	Compare using	(or/because/when/whi		for impact and effect	Use appropriate	
	similes (like)	le)	Use exclamations,	lor impact and effect	pronouns to avoid	
	Sillines (like)	ie)	questions,	Embellish sentences	ambiguity/repetition	
	Use repetition (he	Compare using	statements and	using adverbial and	ambiguity/repetition	
	walked and walked)	similes (like and as)	commands.	noun phrases	Use dialogue with	
	waikea and waikea)	Similes (like and as)	Communas.	alongside other	well chosen verbs	
	Describe using	Use alliteration	Write complex	descriptive tools	and adverbs.	
	adjectives and	occ amteration	sentences using	accompany tools	and davorbo.	
	adverbs	Use a greater range	relative clauses and	Use complex	Use comparative and	
	44.0.20	of prepositions and	subordinate clauses	sentences with	superlative language	
	Use simple	determiners		multiple clauses.	ouporium o languago	
	prepositions and	40.0	Write short and long	manipio diaudddi	Evaluate writing and	
	determiners in	Use exclamations,	sentences	"Drop in" relative	redraft sections	
	sentences	questions and		clauses.		
	31131130	statements.	Accurately proofread			
			writing	Use sentences of 3		
				for description		
				ioi description		

	Planning Tool (Story	Plan an opening	Secure use of	Use paragraphs to	Use paragraphs to	Independant selection and	
	map/story mountain)	around a	planning tools (story	organise parts of a	show changes in time	use of planning tools	
		character/setting/	map.story	story	and place	Use a range of cohesive	
	Whole Class retelling	time of day/weather.	mountain/story grid)			devices within paragraphs.	
	of a story			Understand that:	Write to show	Han alamana of	
		Understand the five	Understand the five	Openings should	dilemma and to build	Use changes of place/time/action to link	
	Understand	parts of a story	parts of a story with	include detailed	suspense	ideas across paragraphs	
	beginning, middle	(opening, build up,	more complex	description of			
	and end	climax, resolution,	vocabulary	character and setting	Write with clear	"Play with" the order the story structure is revealed	
	Retell a simple 5 part	ending)		A build up must build	distinction between a	(eg: ending first)	
	story		Write multiple	suspense	resolution and an		
		Embellish simple	sentences to	The climax needs	ending	Write stories with multiple problems to be resolved or	
	Say, write and read	sentences with	formulate an ending	action and dialogue		connecting problems.	
	back simple	openers (such as ly		Resolutions must link	Start sentences in		
	sentences	words)	Use a variety of	with the problem	increasingly varied	Use rhetorical questions	
		l	sentence openers	Endings must link	ways (eg: with a	Use metaphors and	
	Use compound	Use compound	l	back to the beginning	simile/ed starters/ing	personification	
VnC	sentences with	sentences with a	Embellish simple	and show character	starters)		
Yr5	simple coordinating	greater range of	sentences using	growth.		Use onomatopoeia and 'empty words'	
	conjunctions (and,	coordinating and	descriptive tools	lles enseifie	Use a sentence of 3		
	but, so)	subordinating	(eg: 2 adjectives with	Use specific	for action	Use a wide range of	
	Compare using	conjunctions (or/because/when/whi	a noun/lists of three)	vocabulary choices	llas annuanuista	expanded clauses and phrases to embellish	
	similes (like)	,	Llos evolemetions	for impact and effect	Use appropriate pronouns to avoid	writing.	
	Sillines (like)	le)	Use exclamations, questions,	Embellish sentences	ambiguity/repetition		
	Use repetition (he	Compare using	statements and	using adverbial and	ambiguity/repetition	Reshape sentences for effect or meaning.	
	walked and walked)	similes (like and as)	commands.	noun phrases	Use dialogue with	enect of meaning.	
	Walked and Walked)		Communus.	alongside other	well chosen verbs	Move sentence chunks	
	Describe using	Use alliteration	Write complex	descriptive tools	and adverbs.	around (how/where/why) for different effects	
	adjectives and		sentences using	accompany to the term		different effects	
	adverbs	Use a greater range	relative clauses and	Use complex	Use comparative and	Use dialogue with well	
		of prepositions and	subordinate clauses	sentences with	superlative language	chosen verbs, adverbs and action.	
	Use simple	determiners		multiple clauses.	3.13.	action.	
	prepositions and		Write short and long		Evaluate writing and	Indicate levels of possibility	
	determiners in	Use exclamations,	sentences	"Drop in" relative	redraft sections	using modal verbs	
	sentences	questions and		clauses.			
		statements.	Accurately proofread				
			writing	Use sentences of 3			
				for description			
				•			

	Planning Tool (Story	Plan an opening	Secure use of	Use paragraphs to	Use paragraphs to	Independant selection and	Draw on reading and
	map/story mountain)	around a	planning tools (story	organise parts of a story	show changes in time	use of planning tools	research when planning
		character/setting/	map.story		and place	Use a range of cohesive	Write 'at length' with focus
	Whole Class retelling	time of day/weather.	mountain/story grid)	Understand that:		devices within paragraphs.	
	of a story		,	Openings should	Write to show		Frequently edit and improve
	•	Understand the five	Understand the five	include detailed	dilemma and to build	Use changes of place/time/action to link	writing as part of the writing
	Understand	parts of a story	parts of a story with	description of character	suspense	ideas across paragraphs	process
	beginning, middle	(opening, build up,	more complex	and setting	·	indus derese paragraphis	Write a range of story types
	and end	climax, resolution,	vocabulary	A build up must build suspense	Write with clear	"Play with" the order the	with varied structures and
	Retell a simple 5 part	ending)	,	The climax needs action	distinction between a	story structure is revealed (eg: ending first)	consistent plots.
	story	3,	Write multiple	and dialogue	resolution and an	(eg. enang mst)	Securely link across and
	•	Embellish simple	sentences to	Resolutions must link	ending	Write stories with multiple	within paragraphs
	Say, write and read	sentences with	formulate an ending	with the problem		problems to be resolved or	
	back simple	openers (such as ly		Endings must link back	Start sentences in	connecting problems.	Develop well rounded and detailed characters
	sentences	words)	Use a variety of	to the beginning and	increasingly varied	Use rhetorical questions	detailed characters
		,	sentence openers	show character growth.	ways (eg: with a	·	Use active and passive
	Use compound	Use compound	Embellish simple		simile/ed starters/ing	Use metaphors and	verbs
	sentences with	sentences with a	sentences using	Use specific	starters)	personification	Use a wide range of literary
VrG	simple coordinating	greater range of	descriptive tools	vocabulary choices	,	Use onomatopoeia and	features to create effects
	conjunctions (and,	coordinating and	(eg: 2 adjectives with	for impact and	Use a sentence of 3	'empty words'	
	but, so)	subordinating	a noun/lists of three)	effect	for action	Use a wide range of	Use formal and informal
	,	conjunctions	,	enect		expanded clauses and	language
	Compare using	(or/because/when/whi	Use exclamations,		Use appropriate	phrases to embellish	Use expanded noun
	similes (like)	le)	questions,	Embellish	pronouns to avoid	writing.	phrases to convey
	` ,	,	statements and	sentences using	ambiguity/repetition	Reshape sentences for	complicated ideas concisely
	Use repetition (he	Compare using	commands.	adverbial and noun		effect or meaning.	Use shifts in formality and
	walked and walked)	similes (like and as)		phrases alongside	Use dialogue with		tone ( question
	,	`	Write complex	other descriptive	well chosen verbs	Move sentence chunks	tags/subjunctive mood/
	Describe using	Use alliteration	sentences using	tools	and adverbs.	around (how/where/why) for different effects	colloquial language)
	adjectives and		relative clauses and	10013			Deeply explore character
	adverbs	Use a greater range	subordinate clauses		Use comparative and	Use dialogue with well	thoughts, actions and
		of prepositions and		Use complex	superlative language	chosen verbs, adverbs and action.	reactions.
	Use simple	determiners	Write short and long	sentences with	3.13.	action.	
	prepositions and		sentences	multiple clauses.	Evaluate writing and	Indicate levels of possibility	
	determiners in	Use exclamations,			redraft sections	using modal verbs	
	sentences	questions and	Accurately proofread	"Drop in" relative			
		statements.	writing	clauses.			
			9	Ciauses.			
				Use sentences of 3			
				for description			

#### **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 Action Toolkit**

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

#### **KS2 Suspense Toolkit**

#### **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 f	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**

 $\hbox{*Specific poetry objectives only. General reading and writing objectives to be used throughout sessions.} \\$ 

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	-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	

How do we measure the impact?					
Toolkits support day to day formative assessment Comparative Judgement supports moderation and comparison nationally improvements Regular application of learnt writing skill improvements 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 Teaching approaches			
<ul> <li>That innovation is led by Maths HUB research base</li> <li>That precise, age-related vocabulary should be used explicitly</li> <li>That consistent manipulatives modelled daily support learning</li> <li>That all children are expected to work on age-related tasks</li> <li>That tasks to deepen age-appropriate strands of learning are planned</li> <li>That the CPA (concrete-pictorial-abstract) is built on within the lesson</li> <li>That planning should be in small steps that build within the lesson and throughout the unit of work</li> <li>That learning is recapped and taken back to start (where necessary)</li> </ul>	<ul> <li>Progression and planning supported by NCETM and WhiteRose Maths</li> <li>Morning maths for number facts fluency development</li> <li>Use of Mathletics for weekly homework tasks related to classwork</li> <li>TT Rockstars used for daily practice on times tables in key year groups</li> <li>Use of sentence stems to support children's mathematical explanations</li> <li>MTYT to practise key mathematical terms</li> <li>That a variety of different representations are used to build fluency</li> <li>Number fluency is explicitly taught at key stage with the use of the Rekenreks</li> <li>Number fluency is built on with years 3 and 4</li> </ul>		

	Progression in Calculation			
Year Group:	Key learning intentions (national curriculum):	How to support the learning:	Key Vocab:	
EYFS	<ul> <li>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.</li> <li>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.</li> <li>ELG: Number Children at the expected level of development will:</li> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>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.</li> </ul>	Hungarian dice patterns	Subitise	
Year 1 Addition and subtraction (incl place value)	<ul> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects, pictorial</li> </ul>	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	S+ 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
	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

		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)	<ul> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems</li> <li>Solve problems with addition and subtraction</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>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</li> <li>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</li> </ul>	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 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 difference between numbers; pupils need to begin to recognise calculations and solve missing number problems 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 whole part 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 250 = 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 | 9,000 200 300 400 500 600 700 800 20 30 40 50 60 70 80 2 3 4 5 6 Gattegno chart used to support place value • Solve one-step problems involving multiplication and Year 1 division, by calculating the answer using concrete objects, Multiplication pictorial representations and arrays with the support of the and Division teacher. Recognise, find and name a half as one of two equal parts Rekenreks to show the relationship between odd and even of an object, shape or quantity numbers

	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	A B C Images and concrete resources used to recognise equal and unequal groups  A Children draw equal groups; also use arrays to support the idea of equal groups	
Year 2 Multiplication and Division	<ul> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>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.</li> </ul>	Rekenreks to show the relationship between odd and even numbers; link this to equal and unequal groups  A B C 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)

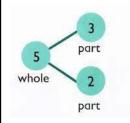
		Number lines used to support repeated addition  Arrays used to develop the x sign and the cumulative law	
Year 3 Addition and subtraction (incl place value)	<ul> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>Compare and order numbers up to 1000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas</li> <li>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</li> <li>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>Estimate the answer to a calculation and use inverse operations to check answers</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	Dienes further support and extend place value understanding and knowledge of 1 ten = 10 ones; 10 tens = 1 hundred; 120 = 12 tens etcand 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

+ 4 1 9 3		5	2
9 3	+	4	1
		9	3

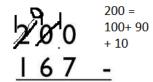
Column method introduced as an efficient method but made explicitly clear to the children, then when like values can be added/subtracted mentally then it is more efficient to do so; friendly values however are used to model with to ensure a deep understanding for the children

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)



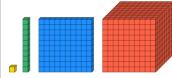
Part part whole model used to further support inverse operations and to support children finding missing parts



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

Th	Н	Т	0
		0000	0000

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

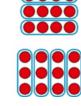
Minuend subtrahend = difference

# 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.

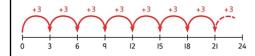


Numicon and arrays to support multiplicative relationships; to support automaticity with new times tables.



Factor x factor = product

Divisor Quotient



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)

## 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



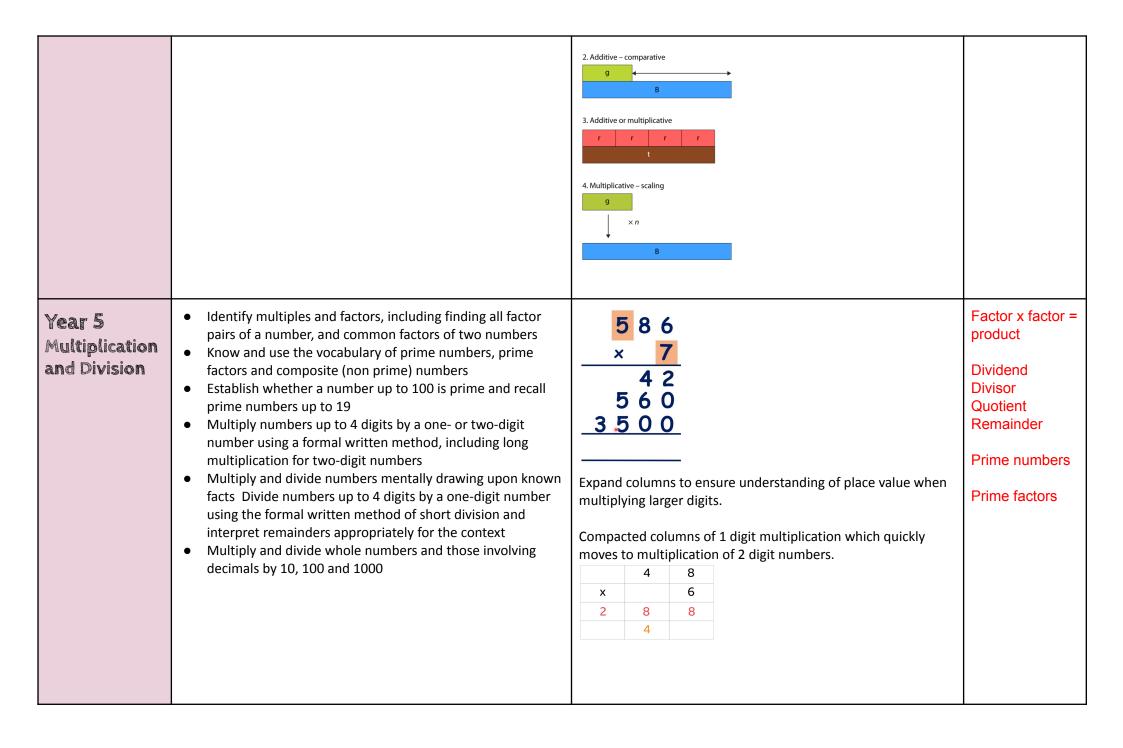
Arrays used to support new times tables knowledge

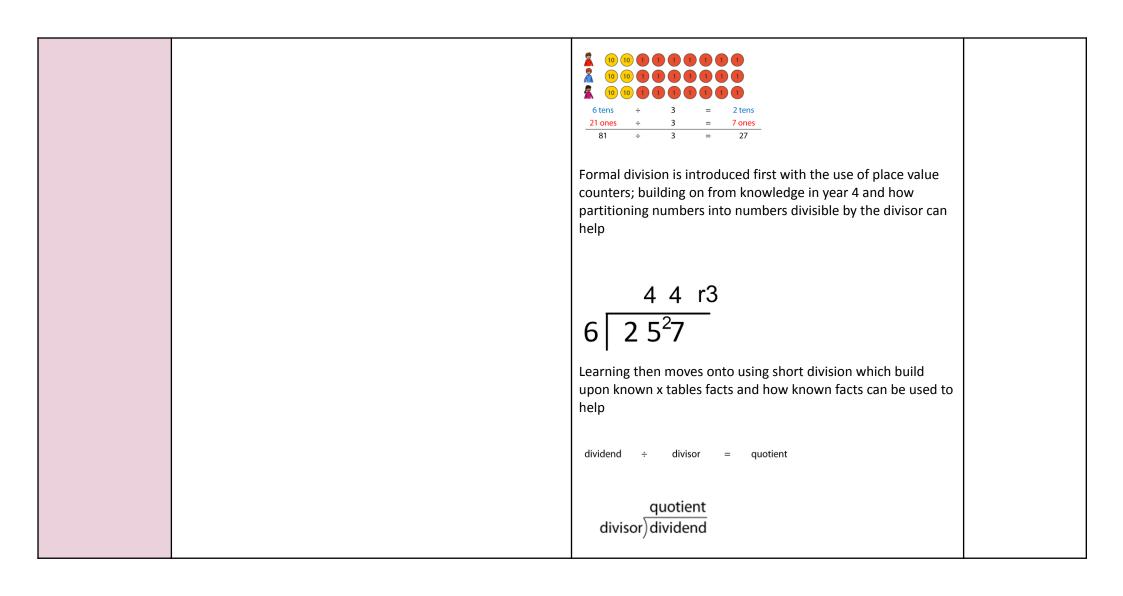
Factor x factor = product

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  72  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)	<ul> <li>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>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</li> <li>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</li> </ul>	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  386 +278  Compact column addition method; units carried underneath	Addend + addend = sum  Minuend - subtrahend = difference

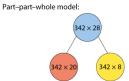
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	the line; pupils explicitly taught the value of digits carried underneath the line' this can also be applied when adding decimals  3 1 3 4 3 - 2 3 7 1 0 6  Compact column subtraction, 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)	<ul> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>Round any whole number to a required degree of accuracy</li> <li>Use negative numbers in context, and calculate intervals across zero</li> <li>Solve number and practical problems that involve all of the above.</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>Solve problems involving addition, subtraction, multiplication and division</li> <li>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> </ul>	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 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



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

$$\begin{array}{rrr}
 2 & r 25 \\
30)8 & 5 \\
 \underline{6} & 0 \\
2 & 5
\end{array}$$

Long division: introduce when calculations can be solved with known number facts and remainder is clear to see

Partitioning



$$310 \div 31 = 10$$
 $124 \div 31 = 4$ 
 $434 \div 31 = 14$ 

Short division

Long division

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 ½, 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

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

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 multiplication and division, including multiplication and division, including positive integer scaling problems and correspondence	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		Solve problems including missing number problems
	Count in multiples		scaling problems and	Add and subtract fractions with the same denominator	Solve simple	
Yr4	of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Identify, represent and estimate	inverse operations to check answers to a calculation Add and subtract numbers with up to 4-digits using the formal written method of	multiplication and division facts for the multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide	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	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	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 ½, 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		
			_	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 using formal composite statements > 1 as a and decimal equivalents of ½, ¼, mixed number (e.g % written methods through zero (non-prime) +% = 6/5 = 1%15, 15, 15 and those Read, write, (order (columnar addition numbers Compare and order fractions with a and compare) and subtraction) **Establish whether** fractions whose denominator of a a number up to 100 numbers up to at Add and subtract denominators are all multiple of 10 or 25 least 1, 000, 000 numbers mentally is prime and recall multiples of the same and determine the with increasingly prime numbers up number to 19 value of each digit larger numbers Add and subtract fractions with the **Read Roman** Solve addition and Recognise and use same denominator numerals to 1000 subtraction square numbers and denominators (M) and recognise multi-step and cube numbers, that are multiples of years written in problems in and the notation the same number roman numerals context deciding for squared and Multiply proper which operations Interpret negative cubed fractions and mixed **Multiply numbers** numbers in context and methods to numbers by whole numbers, supported up to 4-digits by a Round any number use and why by materials and up to 1,000,000 Solve problems 1-digit or 2-digit diagrams Solve problems involving addition, number using a Read and write subtraction. formal written decimal numbers as method, including multiplication and fractions (e.g 0.71 =division and a long multiplication 71/100) Recognise and use combination of for 2-digit numbers thousandths and these, including Multiply and divide relate them to tenths. numbers mentally understanding the hundredths and meaning of the drawing upon decimal equivalent equals sign known facts Round decimals with Divide numbers up 2 decimal places to to 4-digits by a the nearest whole 1-digit number number and to 1 using the formal decimal place Read, write, order written method of and compare short division and numbers with up to 3 interpret decimal places remainders Solve problems appropriately for involving number up to 3 decimal places the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Solve problems involving

			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 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 ½ x1/2 = ½) Divide proper fractions by whole numbers (e.g ½ divided by 2 = ½) 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. <sup>3</sup> / <sub>8</sub> ) 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		
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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		