



How do we identify the starting points of our pupils?

- On entry to the school all pupils undergo testing to obtain the level they are at.
- Regular assessment and marking highlights individual gaps.
- Review ECHP cognition and learning targets.

What should pupils be able to do at the end of this sequence/topic/key stage?

- To develop fluency and accuracy in their writing including sentence construction, grammar, punctuation and spelling.
- All pupils should be able to confidently use taught skills in long compositions and apply in future writing.
- To have a love for reading, through exposure to a wide range of texts, which allows them to read aloud and listen to others read aloud, Then infer, predict and summarise based on what they have read.

How do we assess and track progress?

- All pupils complete a long composition at the end of each topic which is used to assess the understanding and application of taught skills within the topic.
- Pupils are continually assessed during lessons, with a variety of formative assessment strategies to enable accurate assessment of pupils' ongoing progress and possible misconceptions.
- Through live marking and verbal assessment pupils receive instant feedback. In addition, these observations inform future planning and adaptations.



What do we want pupils to learn?

To grow in all four areas in which Wordsmith our chosen scheme focuses on:

- **Varied, whole texts** - develop pupil's reading skills and their knowledge of the world around them, and to build up a store of reading experience on which they can draw later in life.
- **Purpose and audience** - takes on meaning, and a sense of excitement, when it is composed for a real purpose and a defined audience which raises motivation and standards.
- **Talk for writing** - Discussion is where deep learning takes place. Wordsmith provides pupils with opportunities for oral rehearsal and talking, assisting with evaluation and reflection.
- **Contextualised grammar** - provides pupils with a toolkit to use language confidently and effectively in their own writing.

What key threads flow through our curriculum?

In KS2 pupils are taught English through Wordsmith, the curriculum:

- Is designed to excite, with reading for pleasure at its core and grammar lessons woven in throughout.
- Provides units that cover a selection of varied text types: Fiction, Non-fiction, Poetry and Live.

How we uncover and respond to gaps in knowledge?

- Baseline testing is completed with all pupils identify current working at grades and gaps in knowledge.
- Pupils who are not making the expected progress are placed on a raising achievement plan where necessary and appropriate support is put in place to respond to gaps in knowledge, whether that be through classroom strategies, updates on PFP, adjustments to schemes of work or targeted interventions with catch up tutors.

How do we adapt our content to help our pupils know more?

- We continually review and adapt the scheme of work based on pupils' performance, progression, circumstances and ECHPs to ensure accessibility for all pupils.
- We attend CPD and develop our pedagogical knowledge.
- Quality-first teaching strategies employed in lessons, providing different Strategies to support individual pupils as identified in their PFPs.

How do we promote reading?

- Whole texts enable pupils to become fully immersed and engaged in a range of literature. Carefully chosen books help to develop pupils reading skills and their knowledge of the world around them, and to build up a store of reading experience on which they can draw later in life.
- All texts which are covered are available to pupils through their bug club account for them to revisit at their pleasure.
- Pupils are rewarded for reading aloud in class.

How do we deepen knowledge?

- We continually revisit past learning to support retrieval.
- Misconceptions are identified through live marking and addressed through starters, plenaries and verbal feedback.
- We understand the importance of modelling and scaffolding through out the curriculum to break big concepts down into manageable steps.
- 'Depth focus' lesson allow pupils to deepen there understanding of the text being studied, allowing for opportunities for pupils to debate and discuss in depth the topic at hand.

What we do to make sure pupils retain knowledge during this sequence?

- Our Teaching and learning Model is rooted in the science of how pupils learn. The structure is as follows:
- Retrospective **starters** which test knowledge of previously covered learning.
 - **Acquire** phase sees teacher led imparting of new knowledge and skills.
 - Students then use what they have learned to **construct** models.
 - Finally, students use feedback to **apply** what they have learned to an independent task.
 - All topics in Wordsmith follow a structure; comprehension, depth focus, short and long composition and grammar and spelling rules weaved through out.

