

## English curriculum: organisation, delivery and assessment 2023-24

From September 2023, Language Skills sessions are used to deliver phonics, spelling and reading comprehension across school, including two small groups to support SEN children. These sessions should ensure a consistent approach across the whole school and support children's learning through best use of staffing and resources.

Phonics	Bug Club Phonics (Taught within Language Skills sessions)
Reception & Year 1	There are daily phonics sessions in discrete year groups for Reception and Year 1 using Bug Club Phonics with additional tasks to apply learning including reading sessions, handwriting sessions and Spelling Shed practice (Y1)
Year 2	There are three sessions per week using Bug Club Phonics to revisit and embed phase 5 learning before moving into phase 6. The focus is on phonics for spelling. Handwriting is taught using the phonemes being learned. Year 2s have additional tasks to support learning: Bug Club online and worksheets for independent practice.
Year 3	There are three sessions per week using Bug Club Phonics to revisit and embed phase 5 and 6 learning. The focus is on phonics for spelling. Handwriting is taught using the phonemes being learned.
KS2 SEN / EAL	Children needing additional support with phonics are taught in small groups or individually depending on their needs.

Spelling	Spelling Shed (Taught within Language Skills sessions)
Reception & Year 1	Use Spelling Shed to practise phonics learning online.
Year 2	One session to teach new spelling pattern. In other sessions, children practise on Spelling Shed online and complete worksheets for independent practice. Spell Well sheets with weekly spelling lists are used for homework.
Years 3-6	One session to teach new spelling pattern. In other sessions, children practise on Spelling Shed online, including HIVE games, and complete worksheets for independent practice. Worksheets with weekly spelling lists are used for homework.
KS2 SEN / EAL	Daily speed spelling (precision teaching) of high frequency words with dedicated lists on Spelling Shed online to support individual learning. Worksheets with individual weekly spelling lists are used for homework. They also spend time learning their year group spelling pattern each week.

Reading	Accelerated Reader and Pathways to Read
Reception & Year 1	Use Bug Club Phonics books to practise phonics learning. Year 1 children can begin to read Accelerated Reader books from the spring term onwards (when they are 'probable readers')
Year 2	Children read Accelerated Reader books matched to their ZPD (zone of proximal development) and quiz on these to check understanding. From the spring term, they begin Pathways to Read sessions (alongside Year 3s) to develop comprehension skills.
Years 3-6	Children read Accelerated Reader books matched to their ZPD (zone of proximal development) and quiz on these to check understanding. Weekly Pathways to Read sessions as a whole class and then in groups develop comprehension skills. Year 3s have P2R sessions with Year 4 and also separately with Year 2 each week from the spring term.
KS2 SEN / EAL	Daily reading with an adult and support to quiz using Accelerated Reader, in addition to normal class sessions.

Writing	Pathways to Write
Reception, Year 1 & Year 2	Lessons using Pathways to Write based around a set text, with additional opportunities to write (e.g. forest school diary, child-initiated book)
Year 3 & 4	Four lessons per week using Pathways to Write based around a set text, with additional opportunities to write in other lessons each week (e.g. science books, history books, RE books, etc) Four units of Pathways to Write are planned this year rather than 6 to allow some English lesson time during the year to be used for poetry and for cross-curricular writing.
Years 5 & 6	Three lessons per week using Pathways to Write based around a set text, Additional sessions focus on grammar and punctuation each week. There are also additional opportunities to write in other lessons each week (e.g. science books, history books, RE books, etc) Four units of Pathways to Write are planned this year rather than 6 to allow some English lesson time during the year to be used for poetry and for cross-curricular writing.

Assessment	
Reception, Year 1 & Year 2	Ongoing daily assessment. Reception children complete a baseline assessment at the start of the year. Year 1s take NFER tests for reading in Spring and Summer; and complete the Phonics Screening Check in June. They complete Accelerated Reader STAR Early Literacy tests in the Spring and Summer terms (using the iPads). Year 2s take NFER reading tests in Autumn, Spring and national tests in Summer Year 2s complete Accelerated Reader STAR Reading at the end of each term (using the iPads) Accelerated Reader quiz results monitor children's ongoing reading comprehension.
Year 3 & 4	Ongoing daily assessment. NFER tests for Reading and 'Grammar, Punctuation and Spelling' in Autumn, Spring and Summer Pathways to Write gateway task and writeaway task at the start and end of a unit of work. Accelerated Reader STAR Reading in September and at the end of each term (using the iPads) Accelerated Reader quiz results monitor children's ongoing reading comprehension. Intervention plans linked to English (e.g. phonics, handwriting, reading, speed words) are assessed at the end of each term.
Years 5 & 6	Ongoing daily assessment. NFER tests for Reading and 'Grammar, Punctuation and Spelling' in Autumn, Spring and Summer. Year 6 complete SATS in May. Pathways to Write gateway task and writeaway task at the start and end of a unit of work. Accelerated Reader STAR Reading in September and at the end of each term (using the iPads) Accelerated Reader quiz results monitor children's ongoing reading comprehension. Intervention plans linked to English (e.g. phonics, handwriting, reading, speed words) are assessed at the end of each term.