

## Reading

### INTENT – To what do we aspire for our children?

-Vision -Design -Aspirations for our curriculum

### Our Vision

**‘We are a Family of Friends who LEARN together.’**

### Our Goal

‘Reading is the gateway for children that makes all other learning possible’ (Barack Obama)  
‘A love of reading is the biggest indicator of future academic success’ (OECD)

The Hove Learning Federation has an interconnected approach to English teaching and learning which promotes a lifelong love of reading and writing and inspires children to develop these skills for life.

Children are encouraged to be reflective, critical thinkers who have opportunities to master understanding and develop their individual strategies for reading and writing. All staff have the opportunities and confidence to research, develop and share best practice so that our classrooms are alive with a love of literacy.

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race or background.

Our intention is to:

- Ensure that children are at the centre of our approach. Our teaching underpins the school’s aims and vision statement, is based on pedagogical research and translates these into classroom practice.
- Develop a lifelong love of reading and creating books and stories.
- Be inspired by language, have an interest in words and their meanings and develop a growing vocabulary.
- Be able to communicate effectively in a range of contexts and develop a positive attitude to themselves as communicators.
- Be able to use their reading skills to read and respond critically and creatively to an extensive range of texts, including literature from different times and cultures, information and reference texts, media texts and online social and collaborative communications.
- Become increasingly fluent and accurate in expressing their thoughts and emotions, imagination and creativity both verbally and in writing.
- Be able to use drama conventions to explore a narrative and support writing, inference and empathy.
- Be exposed to a wide repertoire of text types and genres, to inspire a desire to write in a variety of styles and forms appropriate to the audience.
- Understand how authors use a range of grammatical devices for effect and be able to manipulate form in their own writing.
- Be able to write effectively for a variety of purposes and audiences and make independent choices to do so.
- Have the knowledge of and ability to use the main conventions of language.
- Be reflective learners, who are always looking for ways to build upon and improve their literacy skills.
- Be collaborative learners, who can offer constructive feedback.

At Hove Learning Federation:

- Children are inspired through a core text centred approach to English learning in a safe, secure environment where they are not afraid to experiment and make mistakes.
- Staff should always model a passion for reading, research, books and literature to inspire and enthuse children to develop a love of literacy.
- Our creative, cross-curricular approach to English engages children, builds on previous learning, promotes connected thinking and deepens learning over time.
- Teachers encourage curiosity, awe and wonder through a variety of questioning styles, with a focus on building connections and making learning purposeful and relevant.
- Teachers encourage a developing independence and resilience through scaffolded learning, with challenge and support at every level.
- Children are encouraged to reflect on their own learning styles using the school’s learning characters and self-assessment techniques.
- Each classroom has engaging, inviting reading and writing areas; in EYFS, role-play areas support, stimulate and challenge children to apply their learning.
- A language-rich learning environment supports current learning and includes a range of fonts.

- The application of phonics teaching is the primary reading strategy in KS1.
- Working walls and washing lines display current learning and show progression through a sequence of lessons.
- Displays throughout the school are frequently updated and maintained to a very high standard to celebrate the rich variety of learning taking place across the school.
- Writing is a creative process, inspiring imagination whilst children also learn the grammatical foundations used by authors.
- Children are inspired by authors to understand the craft of writing and are given opportunities to edit and improve their work and to self- and peer-assess, which enables them to become reflective writers.
- Pupil provision is personalised to the needs of the child through differentiated planning. Every child is given the opportunity to work with the teacher on a regular basis. Children in need of further support are identified through ongoing assessment and targeted support is provided where appropriate.
- Teaching across the school includes an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum. Teaching strategies include whole-class teaching, guided group work, one-to-one support and independent learning through the learning environment.

## Our Values & Curriculum Drivers

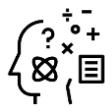
**At Hove Learning Federation, English is driven by the following values:**

	<p style="text-align: center;"><b>Love of Learning</b></p>	<ul style="list-style-type: none"> <li>• DEAR (<i>Drop Everything and Read</i>) is used in KS1 and KS2 to promote a love of reading. Reading cafés are used in KS2 to promote a range of genres and text types. Children are given choice of what to read and time to recommend books to their peers.</li> <li>• Children read and discuss an increasingly wide range of genres/texts during English lessons, DEAR time and guided reading sessions.</li> <li>• Children read for a range of purposes. Time for children to recommend books is allocated so that they can read to their peers, giving reasons for their choices.</li> <li>• Children participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>• Opportunities are provided for making comparisons within and across books. Book corners are exciting and inviting places that encourage a love of reading with a range of high-quality texts.</li> <li>• Reading is celebrated and in KS1 certificates are given to children to celebrate their reading accomplishments.</li> <li>• In EYFS, the activities in the learning environment and provision, both inside and out reflect the current key text.</li> <li>• EYFS use the Pie Corbett Reading Spine as a central core of established texts, to develop vocabulary, story language and spark imaginations.</li> <li>• All EYFS classes have opportunities for imaginative play such as small world and role play, encouraging the use of story language and vocabulary from books.</li> <li>• Each classroom has an attractive, inviting reading area containing a range of high quality, accessible books that stimulate and challenge children in their reading choices.</li> <li>• Adults model reading aloud and a love of reading regularly.</li> <li>• In KS2 authors are regularly invited into school, virtually or in-person.</li> <li>• Regular reading events, including World Book Day, are arranged for all year groups in the reading calendar of events document.</li> <li>• Drama is incorporated into English lessons and planning to embed and deepen the children's understanding of the core text and characters.</li> <li>• Drama is used across foundation subjects and topic lessons to ensure lessons are fun, exciting, and cross-curricular.</li> </ul>
	<p style="text-align: center;"><b>Equality &amp; Inclusion</b></p>	<ul style="list-style-type: none"> <li>• A wide variety of resources are used for writing to support all learners, including word mats, high frequency picture cards, Communicate in Print vocabulary documents, sentence jumbles, sentence stems, visual prompts, phonics mats, story boards and talking tins.</li> </ul>

		<ul style="list-style-type: none"> <li>Children with the potential to reach Greater Depth are given a wider choice of style when writing for example: tense, genre, the person they are writing in and the text layout.</li> <li>High quality model texts with appropriately matched language are used to inspire all learners.</li> <li>Groups of children are identified as a priority for interventions in each year group.</li> <li>At the start of each new topic word mats are sent home to these families to help reinforce the topic words at home and address misconceptions</li> <li>Pupils pinpointed for extra support in reading may be given the opportunity to participate in more intensive programmes and interventions.</li> <li>The Ethnic Minority Achievement Service (EMAS) team and teacher support individual children through translation inside and outside the classroom.</li> </ul>
	<b>Aiming High</b>	<ul style="list-style-type: none"> <li>Adults review the children's understanding at various points in the lesson to adapt that and subsequent lessons to meet the children's learning needs.</li> <li>Guided groups are created, and adult support is provided.</li> <li>Every year the planning is reviewed and adapted to meet the needs of the new cohort.</li> <li>Planning is adapted to meet the needs of our diverse community e.g. dual coding; word banks and visual prompts are used to support vocabulary development.</li> <li>Children with the potential to reach Greater Depth are given a wider choice of style when writing for example: tense, genre, the person they are writing in and the text layout.</li> <li>High quality model texts with appropriately matched language are used to inspire all learners.</li> </ul>
	<b>Respect and Well-being</b>	<ul style="list-style-type: none"> <li>Respect and empathy for different perspectives and backgrounds is taught and encouraged.</li> <li>Children are taught how to evaluate writing and show pride in their own and others' writing.</li> <li>Children are encouraged to creatively publish their writing for an audience.</li> <li>Children's work is displayed in the learning environment (classrooms and school corridors) as well as externally through community newsletters.</li> </ul>
	<b>Nurture and Citizenship</b>	<ul style="list-style-type: none"> <li>Understand their own identity as a reader and writer.</li> <li>Understand how their reading can influence their writing.</li> <li>A range of high-quality texts ensuring a wide range of different cultures and identities are represented so that children can see themselves in their texts.</li> </ul>

### Our Curriculum Design

Meet the needs of every child across the whole curriculum

Equity	Inclusion	Learning Behaviours	Personal Development	Skills	Knowledge and Understanding	Creative and critical thinking	Cultural Capital
							
Equality of opportunity. All children to succeed no matter their entry point.	Every child, whatever their individual abilities or needs,	Attitudes and attributes for learning and life.	Equip children to become global citizens, who live happy and healthy	Curriculum mapped to include the subject specific skills required to attain and	Deep learning of the key concepts of our curriculum and the National Curriculum.	Both are nurtured. Children are challenged to question,	Is a golden thread, woven through everything we do to teach children well. Acknowledging,

	is equally valued.		lives and know how to achieve their goals.	excel. Children develop learning to learn skills such as metacognition.		reason and express themselves.	and building on children's knowledge, experiences, and interests, celebrating the cultural capital they already have. And, at the same time, providing new opportunities and experiences, to challenge, expand, and increase children's knowledge, understanding, and skills.
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### Learning Characteristics Animals

Underpinning Hove Learning Federation's curriculum are our learning characteristic's animals.

Independence	Perseverance	Curiosity	Imagination	Co-operation
				

### English Long-Term Sequence Features

Sequencing	Small Steps	Spiral	Long Term Memory	Making New Links	Cognitive Load	Key Concepts	Substantive and Disciplinary Knowledge
							
Our curriculum design deliberately sequences units of learning from EYFS to Year 6 to ensure children deepen their reading and writing skills through exposure to a	Learning is chunked into small steps that allow children to build knowledge and deepen understanding lesson to lesson, unit to unit and year to year.	The spiral design of our curriculum means children will return to key learning points and concepts. For example, the teaching of grammar is taught progressively throughout KS1 and 2.	The progression of knowledge and skills in English has been clearly mapped across each year group to ensure children will transfer new learning to long term memory. The ultimate	The acquisition of knowledge into long term memory means that children are able to make links with new learning more easily. Our curriculum overview shows how	Our long-term sequence for English reduces cognitive load by mapping out opportunities for children to review previous years and units learning. All staff are aware of the units and	Children develop knowledge about key concepts in English which allow them to draw inspiration from celebrated authors, develop their own independent style and become	<b>Substantive Knowledge</b> The subject knowledge and explicit vocabulary used to learn about the content  <b>Disciplinary Knowledge</b> The knowledge about how authors develop

progression of substantive and disciplinary knowledge.			goal is to make the learning stick!	new learning is carefully imparted over time.	lessons covered in previous years in order to refer back.	fluent confident readers and writers.	character, setting and plot to engage the reader and the reading skills needed to navigate complex plots and varied genre.
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### Purpose of the Sequence Progression

Our curriculum is sequenced in line with the EYFS Statutory Framework (2021), Development Matters (2021) and the National Curriculum for English (2013).

#### **Why do we have a long-term sequence? What is its purpose?**

- It is our intention for children to deepen their English knowledge and understanding over time through thoughtfully sequenced exposure to a progression of substantive and disciplinary knowledge.
- Our spiral curriculum is designed on the principles of instruction and is influenced by our understanding of how the memory works and cognitive load theory.
- Research shows that this will ensure knowledge is transferred to long term memory and making links with new learning is more accessible.

#### **EYFS:**

##### **Reading**

Starting in Reception, we use the phonics programme 'Little Wandle' as our method of learning letter sounds, segmenting and blending them together to read and spell words. Children have daily phonics lessons, following the Little Wandle method. In the learning environment, children participate in speaking, listening and reading activities that are matched and challenge their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases and sets, learning and developing their phonics sounds and knowledge. Children learn reading skills in small group shared reading sessions and read phonetically decodable books which match their reading level. High quality picture books are read to children to develop a love of stories and reading.

#### **KS1:**

##### **Reading**

Moving into Key Stage 1, children continue with Little Wandle phonics lessons, keep up sessions and later catch-up interventions from year 2. Children read phonetically decodable books which match their reading level, and it is expected that children also read these e-books with a family member, who makes comments in the child's reading record. Children also participate in whole class shared sessions where children are exposed to a range of different text types, genres and discrete teaching of each reading skill, following the mastery approach, which continue into Key Stage 2.

At the beginning of Year 2, children compose individual sentences orally and then write them down. They spell many of the words covered in Year 1 correctly and should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they form individual letters correctly, establishing good handwriting habits from the beginning. Pupils begin to meet extra challenges in terms of spelling during Year 2. Increasingly, they will be taught that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they can produce themselves.

**Lower KS2:  
Reading**

Moving into Key Stage 2, reading is taught regularly in English lessons through the core text as well as some additional non-fiction and poetry texts. We follow the ‘reading into writing’ approach as our method to explicitly teach each skill. Children in Year 3 also read separately every day in explicit Guided Reading lessons. Our whole class shared reading sessions are used as a powerful tool to allow all children to make progress in reading and provide regular and supportive opportunities for children to encounter engaging texts that will resonate with their interests and capture their imagination. Carefully crafted questions allow for children to develop their comprehension skills at an appropriate level. Some pupils may read at least once more per week with a teacher, teaching assistant or reading volunteer; the focus being on the lowest attaining 20% of pupils who are not reading fluently. Reading interventions are also matched appropriately and identified during pupil progress meetings. Children who are not yet fluent readers in KS2 or who are new to the country attend catch up interventions for phonics and then BRP and/or inference interventions.

Children continue to develop their love of reading by being able to select a reading book based on their personal interests to read during DEAR time. A reading calendar is shared with staff with weekly DEAR slides which include regular online visits from authors. Each classroom has an attractive reading area that is filled with books suitable for the children’s reading age. Parents and carers are of paramount importance in supporting their children to develop reading skills, and so we actively encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school by providing English workshops.

**Upper KS2:**

By the end of Year 6, pupils’ writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects and not just in English; there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers will prepare pupils for secondary education by ensuring that they can consciously control and manipulate sentence structure in their writing and understand why sentences are constructed as they are. Pupils will understand nuances in vocabulary choice and age-appropriate, academic vocabulary and formality. This involves consolidation, practice and discussion of language. We aim for all children to read for pleasure and for progress and ensure they can access a range of age-appropriate fiction and non-fiction texts across the curriculum. They should be able to recommend texts to their peers and analyse how authors use grammatical features, description, speech and language to enhance character, setting and advance the action of the story. They can apply these devices to their own writing and explain how their reading influences their writing.

**HLF Long Term Plan  
Example**

Our curriculum starts in EYFS and ends in Y6. Our long-term plans include the unit, concept question, substantive concepts and small step, lesson by lesson progression.

HLF LONG TERM PLAN YEAR 2023 - 2024							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Unit Purpose	Hearing and writing sounds in words Writing Labels	Narrative writing Letter writing	Narrative Non-Chronological Reports	Narrative – retelling story Instructional writing Diary entry Narrative with dialogue	Setting description Diary entry Poetry	Recount Non-fiction Character description Setting description Diary entry	Explore Log (recount) Non-fiction – creature Poetry – prepare and perform Setting description Non-fiction – witness statements
Core Texts	Peace At Last Whatever next! Meg and Moji	Walking through the jungle Letter to Grandma model text	The Way Back Home Planet Fact Files	Stone Age Boy The Great Cave	Escape from Pompeii	Floam Dead Man's Cove	The Land of Nevelebilus Holes

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Skills	<ul style="list-style-type: none"> <li>Use some of their prior and letter knowledge in their early writing. For pleasure writing a pretend shopping list that starts at the top of the page, writing the name of each item.</li> <li>Write simple words for their names.</li> <li>Spell words by identifying the sounds and matching them with letters.</li> <li>Identify sounds that start on a sound mat for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Join words together to form a sentence.</li> <li>Sequence sentences to form a short narrative.</li> <li>Use capital letters and full stops.</li> <li>Punctuate sentences using a question mark.</li> <li>Join words together to form a sentence.</li> <li>Sequence sentences to form a short narrative.</li> <li>Punctuate sentences using capital letters and full stops.</li> <li>Sequence words with their names.</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Use familiar topic content, including full stops, capital letters, exclamation marks and question marks.</li> <li>Use expanded noun phrases to describe and identify.</li> <li>Develop positive attitudes towards and writing creative by writing narratives about genre experiences and those of others.</li> </ul> <p><b>Non-chronological reports</b></p> <ul style="list-style-type: none"> <li>Learn how to use the gain format correctly and consistently include an opening form.</li> <li>Write for different purposes.</li> <li>Write narratives about personal experiences and those of others.</li> <li>Learn how to use familiar topic content, including full stops, capital letters, exclamation marks and question marks.</li> </ul>	<p><b>Narrative – retelling story</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Make predictions about what might happen from details stated and implied and explain why.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Use powerful verbs.</li> <li>Expand noun phrases regarding the importance of something.</li> <li>Use adverbs to show time, place and cause.</li> </ul> <p><b>Instructional writing</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Retrieve information and answer questions with relevant evidence.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Use imperative verbs.</li> <li>Use expanded noun phrases for description and specification.</li> <li>Learn to use</li> </ul>	<p><b>Setting description</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Participate in discussion about how the writer has tried to make the reader feel and explain why.</li> <li>Make predictions about what might happen from details stated and implied and explain why.</li> <li>Retrieve information and answer questions with relevant evidence.</li> <li>Use a range of grammatical features.</li> <li>Use relevant evidence from their reading, thoughts and feelings to support their responses.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Use grammar.</li> <li>Expand noun phrases with the adverb of modifying adjectives and appropriate phrases.</li> </ul>	<p><b>Recount Reading</b></p> <ul style="list-style-type: none"> <li>Make predictions about what might happen from details stated and implied and explain why.</li> <li>Retrieve information and answer questions with relevant evidence.</li> <li>Use a range of grammatical features.</li> <li>Use relevant evidence from their reading, thoughts and feelings to support their responses.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Use grammar.</li> <li>Expand noun phrases with the adverb of modifying adjectives and appropriate phrases.</li> </ul> <p><b>Non-fiction creative writing</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Make predictions about what might happen from details stated and implied and explain why.</li> <li>Retrieve information and answer questions with relevant evidence.</li> <li>Use a range of grammatical features.</li> <li>Use relevant evidence from their reading, thoughts and feelings to support their responses.</li> </ul>	<p><b>Explore Log (recount)</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas from a wide range of texts.</li> <li>Make relevant and informed predictions reflecting on what has been stated and implied using evidence from text.</li> <li>Retrieve and record relevant information.</li> <li>Use verb tense consistently and correctly throughout their writing.</li> </ul> <p><b>Non-fiction</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Use a range of non-fiction to understand how structure and presentation contribute to meaning.</li> <li>Understand the purposes of reading about a range of text types.</li> <li>Understand verbal</li> </ul>

**HLF Subject Progression Ladders**

Our Subject Leads created our Subject Progression Ladders to ensure the National Curriculum is taught step by step. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

Breaking down the National Curriculum objectives allows our teachers to plan for progression and provide all of our learners with the small steps they need. Identifying knowledge and skill progression in this way enables our teachers to plan an ambitious and effective spiral curriculum through the key stages which results in long term learning. Subject and Year Leads use the Subject Progression Ladders to design and plan assessments and for monitoring. They illustrate the progression of skills, knowledge and vocabulary taught through EYFS, Key Stage 1 and Key Stage 2.

Plain text = Curriculum Expectations (please **DO NOT** change or delete these), *Italic* = Additional WHIS/HIS, *Blue* = Greater Depth Assessment Framework

	Year R (Writing)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery	Reception						
Spelling	<b>By the end of Reception:</b> <ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters (Writing - EIG)</li> </ul>		<b>By the end of Year 2:</b> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>Spell many common exception words</li> </ul>		<b>By the end of Year 4:</b> <ul style="list-style-type: none"> <li>To spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>To be able to spell some homophones and use prefixes and suffixes.</li> <li>To be able to use a dictionary and thesaurus and proofread their work.</li> </ul>		<b>By the end of Year 6:</b> <ul style="list-style-type: none"> <li>To spell all of the Year 5 and 6 statutory spelling words correctly.</li> <li>To be confident spelling homophones, using prefixes and suffixes and using morphology and etymology.</li> <li>To be confident in using a dictionary and thesaurus and in proofreading their work.</li> </ul>	
		<i>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others</i>	Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others	To develop a range of personal strategies for learning new and irregular words.	To develop a range of personal strategies for learning new and irregular words.	To develop a range of personal strategies for learning new and irregular words.	To become confident in using a range of personal strategies for learning new and irregular words.
	Write some or all of their name	Can spell words by identifying the sounds and then writing the sound with letter/s	Spell words containing each of the 40+ phonemes already taught  Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	To develop a range of personal strategies for spelling at the point of composition.	To develop a range of personal strategies for spelling at the point of composition.	To gain confidence in using a range of personal strategies for spelling at the point of composition.	To become confident in using a range of personal strategies for spelling at the point of composition.
		<i>Spell the phase 2 'tricky words' and begin to spell phase 3 'tricky' words</i>	Spell most Y1 common exception words	Spell most Y1 and Y2 common exception words	To spell many of the Year 3 and 4 statutory spelling words correctly.	To spell all of the Year 3 and 4 statutory spelling words correctly.	To spell many of the Year 5 and 6 statutory spelling words correctly.	To spell all of the Year 5 and 6 statutory spelling words correctly.
	Use a wider range of vocabulary (Speaking)	Learn new vocabulary (Speaking) Use new vocabulary through the day (Speaking)	Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs  Add prefixes and suffixes using the prefix up-	Add suffixes to spell some longer words correctly, including: -ment, -ness, -ful, -less, -ly  Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)	To use further prefixes and suffixes and understand how to add them. e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	To use further prefixes and suffixes and understand how to add them.	To use further prefixes and suffixes and gain confidence in adding them.  Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify)	To use further prefixes and suffixes and be confident in adding them.

## EYFS

**Speaking and Listening:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

**Literacy:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

## Substantive Knowledge

Please see the Progression Ladder documents for Reading and Writing.

## English Substantive Concepts and knowledge

### Substantive concepts for reading and writing

In reading, substantive knowledge is the ability to decode and sight-read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

### Learning objective

Each lesson has its own learning objective which builds towards a final written outcome. The teacher and children revisit the learning intention and writing checklist at the end of each lesson. As pupil writing confidence develops over time, the children build upon prior learning, make connections and use authorial voice.

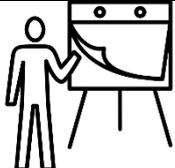
## Disciplinary Knowledge – Thinking as a reader and writing

**Disciplinary knowledge**

**What does it mean to be a confident reader?**

Children are taught to decode fluently and to understand and apply effective reading strategies. When these reading strategies are secure and reading is fluent and accurate, children can interpret and evaluate a range of literature. Vocabulary development is taught and valued throughout the school in English with links made across the curriculum. Vocabulary learning is focused on the meaning of words and phrases as a cumulative learning journey over time. A student’s large word-board is a key building block for substantive knowledge not only in the English curriculum but in all subjects. Beyond the reading domains outlined by the national tests, we want our curriculum to go deeper and consider setting, character and literary concepts to prepare students for their secondary learning of this subject.

**Prediction    Inference    Summarise    Retrieval    Vocabulary    Compare and Contrast    Author Choice**

Explore	Model	Plan	Draft	Edit	Publish
					
Children read and explore authorial style in a range of texts e.g. if the children are learning to describe, they will look at how different authors use noun phrases and action to describe a character.	The class teacher follows the ‘I do, we do, you do’ lesson structure to explore vocabulary, grammar and punctuation and how the author uses this in their writing. Together we apply this and others’ style to our own writing together, in groups, pairs and independently.	Using a writing checklist and a range of planning techniques, the children plan their writing using words, pictures and bullet points. The purpose, genre and impact of the writing is explored.	Children increase the pace and stamina of their writing as they progress through the school. They orally rehearse their writing and draft it before writing it in their English books.	During and after the writing process the children proofread their work independently, with a partner, their teacher and sometimes the class. They continually evaluate their writing, and this becomes more sophisticated as they grow older. They use their edit page progressively through KS2.	The children will regularly publish or share their work with a purpose to celebrate their writing outcome.

**Local Knowledge, Enrichment & Cultural Capital**

**Local knowledge and community**

To develop vocabulary, language and communication skills, children need something to talk about and someone to talk to. For children to have a growing and extensive vocabulary to draw upon for; reading; writing; forming opinions; communicating; explaining; describing; making sense of the world; they need opportunities for first hand experiences as well as exposure to rich texts.

**Enrichment**

We provide enrichment opportunities that can happen inside or outside of the school but that complement classroom instruction. The aim is for our children to try new and varied activities that help to develop character, resilience, and motivation, and that encourage our children to pursue their interests and become lifelong learners. We know that enrichment activities can empower children to develop skills, discover passions, and foster a well-rounded education.

**Cultural Capital**

These are the opportunities such as trips, visits, local walks and interactions with members of our local community that our woven through our curriculum that give children the essential knowledge needed to be educated citizens that have an appreciation of how human creativity and achievement in the past has, and continues to, influence our lives.

Visits, trips, and enrichment activities to show how children build upon their understanding of what it means to be an author and lifelong reader:

**Infant DEAR overview**



**DEAR**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>						
<b>Year 1</b>	<p><u>Beegu</u></p> <p>Super Duper You</p> <p>Honestly, Red Riding Hood was Rotten</p> <p>Little Red Riding Hood</p> <p>All kinds of Families</p> <p>The Great Big Book of Families</p> <p>Kitchen Disco</p> <p>Pancakes, Pancakes!</p> <p>The Magic &amp; Mystery of</p>	<p>Into the Forest</p> <p>Pancakes to Parathas</p> <p>The Giant Jam Sandwich</p> <p>Sam's Sandwich</p> <p>Tacos! An interactive recipe book</p> <p>Billy and the Beat</p> <p>Where the Wild Things Are</p> <p>The Colour Monster</p>	<p>The Egg</p> <p>The Night Dragon</p> <p>The Snow Dragon</p> <p>The Pet Dragon</p> <p>The Dragon Machine</p>	<p>The Three little Wolves and the Big Bad Pig</p> <p>The True Story of the Three Little Pigs</p> <p>The Knight that wouldn't fight</p> <p>The ups and downs of the castle mice</p> <p>Little Bear's Spring</p> <p>The Very Last Castle</p> <p>Billy and the dragon</p>	<p>Bird Builds a Nest</p> <p>Jack and the Beanstalk</p> <p>Bee</p> <p>The Squirrels Busy Year</p> <p>Jim and the Beanstalk</p> <p>Caterpillar and Bean</p> <p>Up in the Garden and Down in the Dirt</p> <p>A seed is sleepy</p> <p>The Tiny Seed</p>	<p>Sam plants a Sunflower</p> <p>Butterfly Life Cycles</p> <p>First Flight</p> <p>Dear Teacher</p> <p>The Magic Paintbrush</p> <p>Beautiful Oops!</p> <p>Frida Kahlo and her <u>Animalitos</u></p> <p>Mary <u>Anning</u> – Fossil Hunter and Dinosaur Expert</p>

YR	Y1	Y2	Y3	Y4	Y5	Y6
Visit to Book Nook	<p>Intervention group trip to Hove Library</p> <p>Rodger Stevens (poet) visit</p> <p>Bigfoot Drama workshop</p> <p>See DEAR overview above</p>	<p>Intervention group trip to Hove Library</p> <p>Rodger Stevens (poet) visit</p> <p>See DEAR overview above</p>	<p>A range of author visits, events and reading cafes are planned across the year for each year group. See DEAR calendar of events.</p>			

**KS2 DEAR overview:**

**Overview of DEAR at HJS**

**Summary**

D.E.A.R time stands for 'Drop Everything and Read.' It takes place in every year group, for 20 minutes after lunch break. This is precious time for children to develop a love of reading, recommend texts to each other, broaden the range and diversity of texts they're exposed to, build reading stamina, and practice the reading skills they've learned in lessons. Children are encouraged to draw on their own reading and magpie ideas (vocabulary and sentence structures) to use in their writing.

Teachers are provided with a weekly set of DEAR slides, which they adapt to fit their year group's weekly writing sequence. Tasks or responses to author visits are recorded in children's Reading Journals; activities include:

1. Time for independent reading and book talk (the lowest 20% read on rotation with an adult during this time)
2. An author visit – live or pre-recorded
3. A reading journal task linked to the children's own reading
4. A read-aloud activity

**Objectives and strategies involved:**

Objectives:	Strategies:
Children to maintain a positive attitude to reading	<ul style="list-style-type: none"> <li>• Peer modelling of reading</li> <li>• Book talk - time for children to recommend books so that they can read to their peers, giving reasons for their choices</li> <li>• Children read and discuss an increasingly wide range of genres/texts</li> <li>• Children read for a range of purposes</li> <li>• Children participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas</li> <li>• Opportunities to make comparisons within and across books</li> </ul>
Children will comprehend what they read at an age-related level	<ul style="list-style-type: none"> <li>• Opportunities for children to discuss their understanding of texts and explore the meaning of words in context</li> <li>• Time for children to ask questions to improve their understanding of text type/author choice</li> <li>• Focus on fluency and prosody in read aloud session, allowing key reading skills to be revisited</li> <li>• Journal activities cover at least 1 of the key reading skills</li> </ul>
Teachers ensure a positive reading	<ul style="list-style-type: none"> <li>• Each classroom has an inviting reading area containing a range of high quality, accessible books that stimulate and challenge children in their reading choices</li> </ul>

**KS2 DEAR slide and Reading Journal examples:**

**Example slides:**

**Monday 29th January 2024**

During registration, read something of your choice, **silently and independently**.

I am reading...I like it because...  
I would recommend...because...  
I've read the blurb on one of our topic books and it sounds interesting because...

**Storytelling Week**

**Thursday 1st February 2024**

During registration, please read something of your choice, silently.

After, we'll listen to an **audiobook** and respond to it in our journals.

**Thursday 25th January 2024**

Read aloud: **The boy who fell from the sky**

In groups of 4, decide:

- Which words you want to emphasise
- How will you read it aloud: all together, one person as narrator and the others reading different words
- What actions will you use?

**Challenge:** can you edit the extract to fit your writing in English?

**Reading Journal activity**

**Tuesday 30th January 2024**

Activity

**Choose:**

1. Write a message to a character in your book (it could be by WhatsApp, an email, a letter, a postcard...).
2. Write a conversation between you and a character in your book (use dialogue)
3. Draw a character from your book

**Friday 2nd February 2024**

**Virtual author visit: Hiba Noor Khan**

Discover how Hiba Noor Khan took inspiration from real people and WWII events to write 'Safiyah's War'

**Thursday 18th January 2024**

Read aloud: **narrative**

1. Is this scene... a) tense? b) calm? c) happy? Why?
2. How would you compare Ronnie and Jimmy? Why?
3. What do you infer about how Jimmy feels ('my whole body tingles and my head whooshes...') when he hears about the 'cave-in'?
4. How does the author use dialogue to move the story forward or show character?
5. Rewrite this paragraph to make it sound happy, calm or magical:  
Then a bell \_\_\_\_\_ through the \_\_\_\_\_. 'It's a \_\_\_\_\_, Jimmy,' Ronnie whispers. He wriggles his fingers into my hand, looking \_\_\_\_\_.

**Examples of Reading Journal pages:**



**Implementation – How do we deliver the curriculum?**

**-The strategies and steps that we take every day to achieve our curriculum intent**

**Sequencing**

YR	Y1	Y2	Y3	Y4	Y5	Y6
Lesson Structure: Revisit/connected learning, New learning, Apply. One writing task per week. Plenary	Daily lesson structure: WYW (While You Wait), R2L, Revisit, Target and LO, New learning 1, New learning 2, Independent activity, plenary.		<p><b>Daily lesson structure:</b> Review and recap Vocabulary Connect to prior and new learning I do, we do, you do Exit ticket</p> <p><b>Spelling</b> – Three 20-minute lessons per week (See Spelling Shed overview)</p>			
<p><b>1 week lesson structure.</b></p> <ol style="list-style-type: none"> <li>1. Read and discuss text</li> <li>2. Gather ideas</li> <li>3. Model writing using ideas.</li> </ol> <p><b>2-3 week TFW</b> Read text, learn text, retell story (verbal imitation) Plan and write innovation.</p>	3 week unit lesson structure: Read story and learn TFW, Imitation, Innovation, Plan hot task, Write hot task.		<p>A reading into writing sequence planned to explore author style and choice. The children develop increasing independence and fluency in their reading and writing. A core text focused approach enables children to explore and develop and a range of writing opportunities.</p> <p>They are taught reading skills linked to the core text leading to a variety of writing outcomes which are planned across a term.</p>			

**Pedagogy**

**Key Principles for Effective Teaching & Learning at Hove Learning Federation**

high expectations 	quality first and adaptive teaching 	developing learning behaviours 	relationships and environment 	quality of instruction 
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inspire, support and challenge 	layered modelling to ensure access for all children 	subject knowledge and mastery 	effective questioning and feedback 	making it stick' - transferring knowledge to long-term memory 
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**Key Theories & Evidence Based Research to design lessons and units**

Below are the key theories and research that underpin our approach to pedagogy and guide our curriculum design. They are used to promote high quality teaching and used in staff CPD to develop strategies that ensure consistency of standards and pedagogical understanding.

<b>Sweller's cognitive load theory</b> 	<b>Rosenshine's principles of instruction</b> 	<b>Cain and Oakhill's vocabulary instruction</b> 	<b>Maslow's Hierarchy of Needs</b> 
<b>Fiorella and Mayer's generative learning practice</b> 	<b>Ebbinghaus' forgetting curve</b> 	<b>Interleaving and Spacing</b> 	<b>Bloom's Taxonomy</b> 
<b>Retrieval Practice</b> 	<b>Bruner's Spiral Curriculum</b> 	<b>Pupil Book Study</b> 	<b>Education Endowment Foundation</b> 

**Assessment**

Assessment opportunities are continuous and form a key part of our teaching and learning.  
**Formative assessment** - opportunities are planned in throughout our lesson model (see examples below).  
**Summative assessment** – opportunities are planned in at the end of units and the end of the year.

**Examples of in class formative assessment opportunities**

deliberate practice and rephrasing of taught content 	cumulative quizzing within the learning sequence 	structured discussions in class 	retrieval and recall 	explaining and challenge partner talk 
self and peer assessment	teacher feedback and summaries	diagnostic questioning	higher order thinking and exit tickets	summarising and explaining the Big

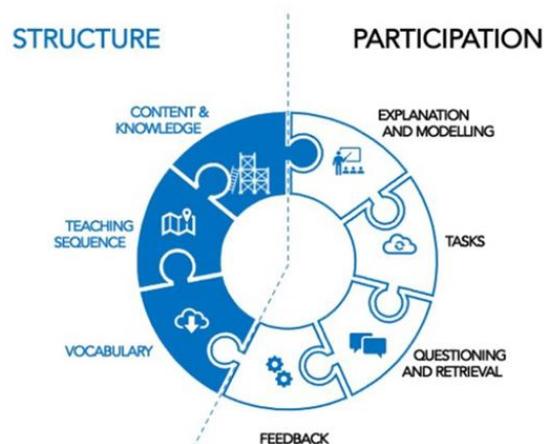
				Question from the sequence 
rephrasing and thinking out loud 	key vocabulary use and application 	Professor Prove It 	Deep Diver and Submarine challenges 	lesson to lesson, unit to unit, term by term, end of year feedback & thinking questions 

### Mapping and Planning – 7 Lenses

Alex Bedford’s Pupil Book Study approach to quality assuring the curriculum helps us to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model. When evaluating our curriculum design in this way, we ask the following key questions:

- How well do our children remember the content that they have been taught?
- Do books and children discussions radiate excellence?
- Does learning ‘travel’ with our children and can they deliberately reuse it in more sophisticated contexts?

To ensure our monitoring is thorough and targeted, we identify what is helping and hindering by looking at structure and participation (see table below).



Pupil Book Study 7 Lenses						
STRUCTURE			PARTICIPATION			
Content and Knowledge	Teaching Sequence	Vocabulary	Explanation and Modelling	Tasks	Questioning and Retrieval	Feedback

### Lesson Structure/Model

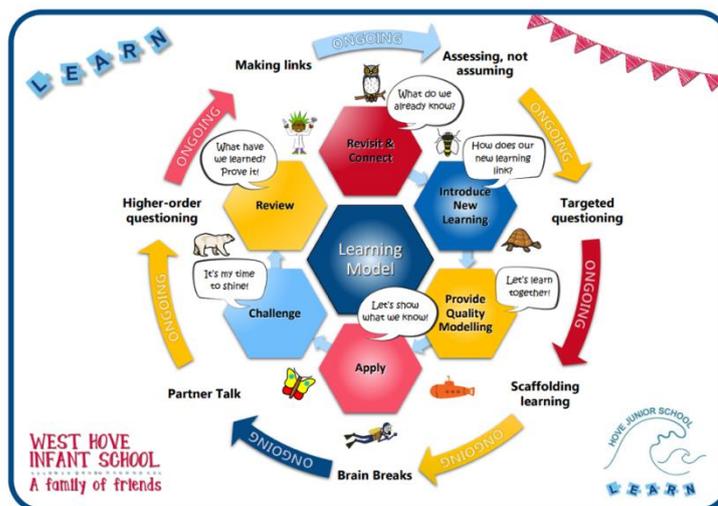
#### Learning Model: The Enacted Curriculum

To ensure constant quality-first teaching across the curriculum we have developed the Hove Learning Federation Learning Model. As illustrated in our visual guide below, each stage of the model has been carefully crafted on the most up to date evidence based research. It is a model designed to give enable all children to:

- Revisit prior learning from previous lessons and linked units from past terms and years.
- Make links with this learnt knowledge and new learning.
- Access new learning through skilled teacher modelling.
- Apply new understanding and skills with partner and independent work.
- Experience challenge at their level.
- Review the learning for that day and be guided to see how their understanding has deepened.

Teachers do not make assumptions about children’s understanding but use a range of Assessment for Learning strategies to adjust lesson content and pace so that they are delivering the right knowledge and skills for the children they have in front of them. Learning is scaffolded to be inclusive to all and brain breaks and partner talk keep the learning engaging, accessible and challenging. Higher order questioning is used to guide children to make links and encourage considered thinking.

Staff receive regular CPD on each element of the Learning Model. Areas for development are pinpointed through monitoring and targeted for improvement.



## Environment and Resources

We utilise a variety of high-quality images, diagrams and real objects within the teaching resources we provide for our children. These are carefully designed and dual coded to minimise cognitive overload and allow each child access to their learning in the most inclusive way. Wherever possible we use inspiring images, that can be zoomed in on to explain difficult concepts and images that spark discussion and challenge thinking. The use of all resources is modelled carefully by teachers so that every child knows how to succeed in each lesson.

### EYFS – Learning Environment

*“Children’s learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.”*

Our EYFS learning environments are planned to provide: multiple opportunities for talk and collaboration; opportunities to reflect, remember and innovate upon the current text, through small world, role play and creative activities; opportunities to practice reading and writing related to phonics or the current text or learning.

## Enrichment Opportunities

Our topic-lead curriculum allows us to create learning sequences in English that ensure cultural capital and enrichment opportunities extend the curriculum offer for all pupils.

### Topics:

- Infants – Topics begin with a Stunning Start. In Year R for Bears topic in the Autumn, children discover the mess a ‘Bear’ has left in the classroom over the half term, which is the introduction to Bear Hunt. In Summer term and Dinosaur topic, the children are sent a strange egg to look after by the ‘Natural History museum”, which is the basis for research into dinosaurs and fact writing. In Year 1, for the Castles and Caves topic, children find a dragon egg in class that hatches and then they write a recount based on this. In Year 2 children have an alien in their classroom which they discover and then write a description of their alien.
- KS2 - Our topics begin with a Stunning Start to introduce the topic, have a Marvellous Middle to deepen engagement, and end with a Fabulous Finish to celebrate all that has been learnt. Our English curriculum links to each topic.

### These events can include:

- Visits from experts or dressing up days where children create themed accessories in class
- Immersive drama activities
- Visits to sites of local significance
- Trips further afield

Where possible, we support the children’s understanding and appreciation of the topics with resources such as:

- Real artefacts
- Online research
- Additional texts
- Pictures and real-life stories – When Year 6 children study WW2 they invite veterans to their VE day celebrations: a significant opportunity to embrace the art of oral storytelling to enable the children to develop a deeper understanding of people’s experiences of the past.

## Texts and Reading Across the English Curriculum

We understand that improving children’s reading confidence is central to the curriculum. We believe that fluency in the children’s reading and their knowledge of a subject can be mutually reinforcing. We select, create and develop appropriate reading material and design activities so that reading and vocabulary building is embedded in the routines of learning.

To understand statements, questions, and full texts, we teach words and phrases as explicitly as possible. We generate our words and phrases list, introducing, teaching, and revisiting them throughout the lesson to enable our children to link ideas and make connections. We build on this knowledge and understanding by adding new vocabulary as the unit develops. This can be seen in the classroom on our learning walls and in our children’s books.

Throughout our lessons, we provide different styles of comprehension questions. This can be to check for understanding after a teacher has read a sentence, paragraph, or text out loud or it could be after independent reading. Some examples of comprehension activities include:

- Answering comprehension questions based on the text. This could be verbally through whole class discussion, partner talk, whiteboard AfL opportunities or independent tasks. For example, ‘5 questions in 5 minutes’ linked to one or more reading skill in KS2.
- A more detailed set of reading comprehension questions linked to a section of the core text focusing on one or more skill.
- Summarising key points or re-phrasing in their own words verbally or in writing.

Most of our core texts for English are linked to our topics. Each year these texts are reviewed by our English team and careful choices are made to select a diverse range of authors and characters in line with our ‘Creating and Anti-racist School’ policy.

**Examples of Texts and Reading Across the English Curriculum**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Bear Hunt Goldilocks	Handa’s Surprise	The Way Back Home	Stone Age Boy	Escape from Pompeii	Flotsam	The Land of Neverbelieve
Emergency, Emergency!	Walking through the Jungle	How the Elephant lost its Trunk	The Great Cave  Varmints	The Roman Invasion	Dead Man’s Cove	Holes
Jack and the Flum, Flum Tree	The Egg		One Plastic Bag	Norse Mythology	Hero Twins	Letters from the Lighthouse
The Gingerbread Man	The Giant Jam Sandwich		Hope Jones Saves the World	Odd and the Frost Giants	The Explorer	Rose Blanche
The Snail and the Whale						

## Diversity and Identity across the English Curriculum

Through our planning and curriculum mapping, we celebrate the diversity within our community and the wider world and develop confidence in individual identity through our tailored curriculum. We promote equality and use examples of where this has not always been the case in the past to support learning and promote tolerance.

Diversity and Identity Across the English Curriculum							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Autumn</b>	Goldilocks/ Goldy Lock and the 3 Pandas	Handa's Surprise			Escape from Pompeii	Dead Man's Cove	Holes
<b>Spring</b>	The Gingerbread Man/The Runaway Chapati		How the Elephant got its Trunk	One Plastic Bag  Hope Jones Saves the World	The Roman Invasion	The Explorer	Letters from the Lighthouse  Rose Blanche
<b>Summer</b>	The Dinosaur Department Store by Lily Murray and Richard Merritt.  The Friendly Pirates - Savior Pirotta			A range of texts and one agreed whole school text that changes annually for the whole school summer topic			

## SEND & Inclusive Learning

We adapt the curriculum to meet the needs of all our children so that everyone can access the learning, build on their prior knowledge, and understand the skills needed to become historians.

We do this by:

	-Identifying the <b>CRITICAL CORE CONTENT</b> that pupils with SEND need to know and use.
	- <b>CHUNKING</b> knowledge and knowledge notes/models in manageable sections
	-Teachers use structured <b>RESPONSIVE FRAMEWORKS</b> (including the use of stem sentences and sentence stems) to promote hard thinking
	-Teachers use structured <b>DELIBERATE PRACTICE</b> to increase attention and retention
	-Pupils with SEND are entitled to think hard. We use structured <b>CHALLENGE FRAMEWORKS</b> to promote hard thinking, drawing on the content, including explain the word connections and sequenced thinking paths
	-Dual coding (using CIP and symbols from the Noun Project) is used to pre-teach tier 2 and 3 vocabulary and is included on all lesson slides, core knowledge files and knowledge strips in Key Stage 2, and all activity sheets in Key Stage 1.
	-Higher level challenge partners and talking trios are used to ensure children with SEN and or EAL are provided with high quality talk and modelled language of geography skills.
	-Activities ensure children with SEN or EAL can access tasks appropriately and share their understanding of geographical concepts.

	-Differentiation and scaffolds are included where appropriate to enable access to learning and ensure children make at least expected progress.
	-Pictures and quotes are taken from children with SEN and or EAL to ensure evidence is recorded in books and on The Portal (EYFS)
	-EEF 5-A-Day approaches/strategies are reviewed and incorporated into our lessons 1 – explicit instruction, 2 – cognitive and metacognitive strategies, 3 – scaffolding, 4 – flexible grouping, 5 – using technology

## Impact – How do we know our curriculum is effective? Evidencing the standards of Teaching and Learning

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children’s long-term memory in addition to looking for excellence in their outcomes. At HLF, we use a number of tools to quality assure the implementation and impact of our curriculum such as:

- Pupil Book Studies (Subject Reviews & Shallow Splashes)
- Subject Meetings
- Subject analysis & Action plans
- Formative and Summative Assessment
- Learning observations/drop ins (subject lead, year/phase lead and SLT)
- CPD for all staff
- Governors
- Recent successes
- Next steps

## Hove Learning Federation Impact

Children leave Hove Learning Federation as deeply knowledgeable and skilful learners who can set targets and believe in themselves to achieve them. They understand how to be socially, morally, spiritually and culturally responsible and aware. They are able to make positive contributions to the local and wider community and strive to be the best that they can be.

<b>Learning Behaviours</b>	<b>Emotional</b>  Names and expresses emotions Manages impulses of personal behaviour	Shows price in successes	<b>Social</b>  Focuses on learning in class Attentive to directions, listening to the teacher	Shows empathy and appreciates diversity	<b>Cognitive</b>  Organises time and space for own learning Sets goals and monitors own progress	Talks purposefully with peers, valuing other opinions			
<b>Attitudes to Learning</b>	Love of Learning and lifelong learners	Positive	Curious and Inquisitive	Independent	Able to work in teams	Motivated and Hardworking	Resilient	Proud	Ready for secondary school
<b>Quality of Education</b>	Evidence of learning	Attainment	Progress	Skills, knowledge and understanding	Personal Development	Relationships between pupils and staff	Learning atmosphere and environment	Professional Development	School Improvement

## Pupil Book Studies – Subject Reviews & Shallow Splashes

At HLF, we have created our own monitoring systems that incorporate the key principles from the Pupil Book Study (see 'Implementation'). They are called Subject Reviews and Shallow Splashes. Through this form of monitoring, we quality assure each subject by carrying out:

- 1) Learning walks – subject teams and SLT support teaching and learning and record positives and good practice to

<p><b>Flip/PowerPoint and planning look</b></p> 	<ul style="list-style-type: none"> <li>• Planning for small steps</li> <li>• Progress and learning over time</li> <li>• Knowledge and skills based</li> <li>• Child centred, active learning</li> <li>• Consistency with the use of the HLF Learning Model across year groups and sites</li> </ul>
<p><b>Book Look</b></p> 	<ul style="list-style-type: none"> <li>• Shows progress of knowledge and skills</li> <li>• Shows development of learning and understanding</li> <li>• Demonstrates a clear sequence of learning</li> <li>• High expectations, consistency and pride in work</li> </ul>
<p><b>Pupil Voice</b></p> 	<ul style="list-style-type: none"> <li>• Use precise vocabulary</li> <li>• Show a deep understanding of the learning</li> <li>• Are enthusiastic about their learning</li> <li>• Talk through the learning sequence</li> <li>• Highlight how the learning builds lesson to lesson and unit to unit</li> </ul>

share and inspire

- 2) Flip/PowerPoint and planning looks – to check planning & resources meet the needs of all of our learners. We check against our lesson model, Rosenshine's Principles of Instruction and the key theories & research that underpin our teaching philosophy
- 3) Book looks - to check for incremental small steps, sequencing, task design, scaffolds, personalisation, knowledge & skill progression, vocabulary, access, support & challenge
- 4) Pupil voice – to discuss the learning and see the subject through the eyes of the child. Part of our questioning is designed to assess the impact of our lessons, that they provide enjoyment, that children can articulate their learning with key vocabulary and that learning is 'sticking' in the children's long-term memory

Findings from our monitoring systems are categorised into positives and next steps. These can be specific to year group, to key stage or whole school (across the 3 sites). To ensure next steps are acted on, subject and year teams identify actions and assign responsibility. This monitoring feeds into our subject analysis and action plans (see 'Subject analysis and Action plans' below).

## Subject Meetings

Subject team meetings are timetabled regularly throughout the year. Time is set aside during staff meetings, INSET days and yearly meetings with SLT. The aims of these meetings are to:

- Review current practice and impact
- Set targets, identify actions, and create plans
- Discuss the latest research and evidence to ensure our subjects are up to date and plans are in place to progress
- Work towards our school key priorities
- Give time to professional development and to offer support to our teachers

## Subject analysis & Action plans

Each subject has an action plan for the academic year to monitor change and progress across a variety of objectives and goals within multiple areas (e.g. student, classroom, professional development, etc.). Using our school key priorities as a guide, our teams review and RAG their subjects throughout the year and set new targets each term. Each target is a story arc that shows

how a subject leader has identified a next step, actioned it and reviewed the impact so that subject development is continuous and effective.

Each subject team uses the table below to reflect, plan, set actions, assess impact and discuss next steps.

What did you notice? (Why did you set this target?)	Action (What will you do?)	Intended Impact (What will this look like?)	Responsibility	By when	Evidence for Monitoring
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## Formative and Summative assessments

Our assessment structures are designed to ensure that our children will know more, remember more and be able to do more. A mixture of formative and summative assessments allows us to evaluate if our curriculum helps or hinders the goal of achieving persistent change in the long-term memory of our children.

### Formative Assessment

We assess formatively throughout each lesson using our learning model (see 'Implementation' section). This tool ensures each lesson is planned and delivered to maximise assessment opportunities. Teachers use this information to support, challenge and adapt the learning.

Each subject assesses in a range of different ways (see 'Implementation' section).

### Summative Assessment

Our curriculum is a progressive, spiral model. Teachers use deliberate summative assessment to measure if children are making progress as they journey through the curriculum. The range of summative assessment methods that teachers use build a picture of children's understanding of:

- Content and knowledge
- Use of vocabulary
- Ability to access the curriculum and thrive

All information gained from assessments are used to tailor, target and adapt future planning, teaching and learning.

## Continuous Professional Development for all Staff

*'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'* - EEF

Through each element of the monitoring process described above and assessments, subject leads know how well their subject is being taught and areas for development. As a result, staff meetings and inset days are carefully considered to provide a range of tailored CPD opportunities guaranteeing consistency of expectations and practice, and ensuring the highest quality teaching is taking place to improve pupil outcomes. The content of this CPD is then factored into year group meetings for year group teams to explore further over time.

As a school, we use a range of development methods to meet the needs of our staff. This includes:

- 1:1 using mentoring or coaching
- Guided collaborative group work
- Use of research based think pieces
- Professional modelling

## Governors

Our governors are with us on every step of our curriculum journey. They are critical friends who ask key questions, investigate patterns within the data, and support and challenge our reasoning when creating systems and devising new strategies. Subject teams are given opportunities to feedback to governors about their subject development and planned next steps. The purpose of this close relationship is to ensure governors have an in-depth understanding of what is happening in the classrooms so that they can play an active role in school development. SLT work closely with governors so that there is a shared understanding of how high quality teaching is improving pupil outcomes at Hove Learning Federation and that these successes are celebrated.