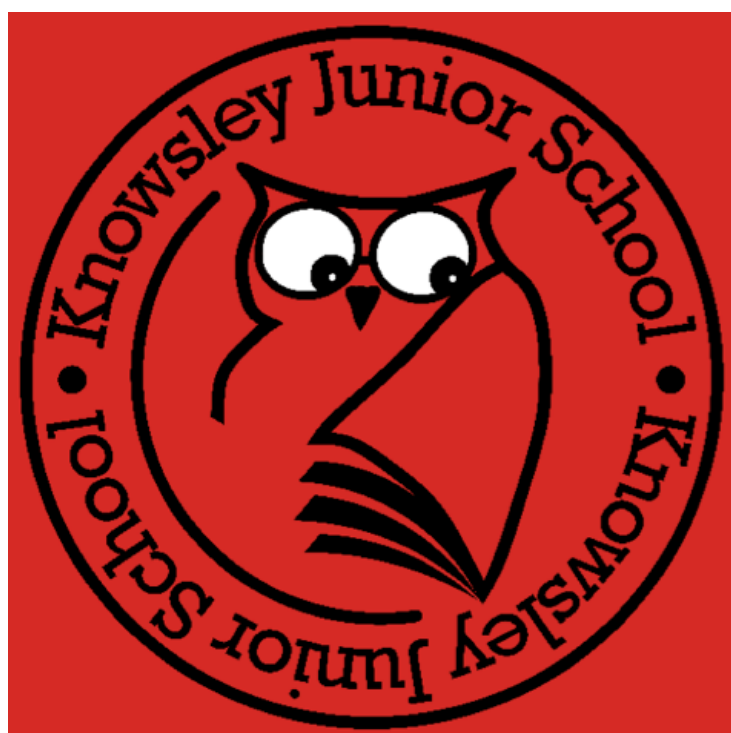




'Respecting each other, succeeding together'

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Our Mission Statement

'Respecting each other, succeeding together'

We are proud to be a UNICEF Rights Respecting School. This award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos. A rights respecting school not only teaches about children's rights, but also models rights and respect in maintaining relationships between teachers, parents and pupils. Our school ethos and values are also underpinned by the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our Rights Respecting Charter, which is displayed in every classroom and around the school, underpins the values that everybody at Knowsley adheres to.

Knowsley Rights Respecting Charter

We have the **RIGHT** to be protected from harm,
and the **RESPONSIBILITY** to be kind, gentle and helpful.

We have the **RIGHT** to be told the truth,
and the **RESPONSIBILITY** to be honest.

We have the **RIGHT** to be respected,
and the **RESPONSIBILITY** to respect others, their property and the environment.

We have the **RIGHT** to be educated,
and the **RESPONSIBILITY** to work hard.

We have the **RIGHT** to be healthy,
and the **RESPONSIBILITY** to look after ourselves and others.

We have the **RIGHT** to be heard,
and the **RESPONSIBILITY** to listen to others.

Aims and objectives

- To encourage all pupils to reach their true potential and become independent learners who value learning with and from others, with a positive attitude to lifelong learning.
- To provide a challenging and supportive environment to stimulate, maintain and develop a lively enquiring mind.
- To value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
- To develop in pupils a sense of moral values so they become responsible members of society.

- To develop in pupils a positive attitude towards themselves and others, that is demonstrated in their respect for other people's property, ideas and beliefs, irrespective of gender, race, disability or academic attainment.
- To appreciate human achievements, efforts and aspirations.
- To develop a sense of responsibility in pupils for caring for the environment both within and outside school.
- To offer a broad and enjoyable curriculum that develops children's knowledge and understanding of the world, with particular reference to sport, music and the arts.
- To develop the skills that will enable our children to become confident and responsible members of our rapidly developing society.
- To develop a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
- To foster close relationships between the school, parents and the local community.

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Curriculum Statement

Curriculum Intent

At Knowsley Junior School we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore, and the time to have fun. We are proud to use the national curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos, based on respect for ourselves and others, equality, the importance of British values and a sense of wonder at the world in which we live. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

Our curriculum was formulated by considering the needs and interests of our pupils as well as the strengths and expertise of our staff. This, in conjunction with the knowledge of our community, history and social context allowed the for the construction of a broad, balanced and relevant curriculum. The curriculum at Knowsley Junior School promotes; the highest standards of achievement by all pupils, regardless of disability, ethnic origin, gender or social background, pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world, and finally a commitment to lifelong learning.

Our ethos 'Respecting each other, succeeding together' underpins all we do. The pedagogy of cross-curricular learning allows children to be more involved in their own learning – choosing the experiences that they deem important.¹ This also supports our Rights Respecting School Status, as they UN Convention expects children to have a say in what and how they are taught.

At Knowsley Junior School, our curriculum follows a knowledge engaged approach; knowledge and skill are intertwined. We believe pupils should construct their own meaning and discover new knowledge by doing. Whilst direct instruction is shown to be the most effective strategy for transmitting knowledge, we also emphasize discovery learning, problem solving and enquiry based teaching. We have a responsibility to teach content in a way that also teaches skills, dispositions and competencies needed to make our children indispensable in an uncertain future.

History, particularly British history and the requirement for secure chronological understanding, provides the basis of the topic ideas. The remaining studies were then interspersed (Y3 Ancient Greece, Y5 Ancient Egypt, Y6 The Maya) in a way that children begin to study the wider world; Europe, Africa, South America.

Each topic has a different driver; history, geography, science. This subject forms the core of the topic, from which other subject skills are taught. Children's knowledge and understanding grows as they become aware of subject specific skills, which build year on year. They apply their skillset to new and challenging ideas, gaining discrete knowledge in a joined up way. Theme weeks, visitors and trips also enrich subjects and topics studied.

Within our cross curricular, knowledge engaged approach, the subject and its

¹ Driscoll, Lambirth and Roden, 2012

specific skills still need to be made explicit. Subject specific vocabulary and knowledge allows pupils to make links across other subjects. We use a code system alongside each learning objective to ensure pupils are aware of the discrete subject/s and associated skills being studied. These are clearly stated on our medium term topic plans.

Each year group closely analysed their topics and drew up a list of non-negotiable knowledge and skills children MUST know in by the end of the sequence of learning. This learning was identified as that which will be needed in order to continue making progress throughout their schooling. The non-negotiables were made into child friendly 'Topic Mats' which are on display, discussed and used regularly by children to support their work. The same activity was undertaken for all our science topics. The introduction of 'End Point' documents reinforce what we want the children to know in each subject at the end of each term and academic year.]

Our whole school curriculum was updated for the 2025/26 academic year. English (writing, reading and SpaG) has now been further embedded in a cross curricular way which helps to provide more meaningful links. Having such a broad and varied curriculum provides numerous opportunities for our EAL and disadvantaged pupils to achieve. If learning has been recorded in writing, A, PA or NMP are assigned on the basis of the subject specific LO being achieved, not on the basis of correct spelling/ grammar etc. (although these are discussed and corrected as a matter of maintaining high standards across all subjects). This enables those who are not fluent in English or struggle to record their ideas to grow in confidence and feel they are making progress within the curriculum. In addition to quantitative data, 'soft 'data such as photographs, recordings, oral accounts, attendance at extra-curricular clubs and general attitude to school and learning are all taken into account when we assess the learning of our pupils.

Cross-curricular teaching is important for making the curriculum relevant and meaningful to pupils and for putting knowledge into context. The way our spiral curriculum is designed and taught allows for constant retrieval questions to be posed. This helps to ensure learning has happened, in order for pupils to make links with the new information about to be presented. A rich web of knowledge is what provides the capacity for pupils to learn even more and develop their understanding.

Curriculum Implementation

Our teachers have expert knowledge of what they teach. Regular meetings, CPD and training keep staff skilled in their roles. Our context for study and progression documents allow teachers to see where children have come from and where they are going. This helps to reaffirm links between topics, the retrieval of prior knowledge to allow for the widening and deepening of it, as well the opportunity to utilize and strengthen skills.

Each term, teachers assess each foundation subject's skills to track progress and identify gaps in teaching against the objectives of the topic. Subjects individually assessed are; The Arts and DT, PE, History, RE, Computing, MFL, SMSC, Science and Geography. Those exceeding ARE and those not meeting are recorded individually. We can confidently say whether pupils have acquired the defined skills. Subject Leaders and

the Curriculum Leader to track highlighted children throughout the year and offer extra support or extra-curricular enrichment opportunities. (See recent position statement)

All leaders understand the importance of progression and these subject specific progression models focus on skills progression through the content to be learned. It demonstrates what pupils need to know and the skills they should acquire at each stage. Ongoing assessment allows us to adapt teaching accordingly, identify gaps in skills and understanding and ensure coverage of the curriculum elements. If, for some reason, a particular area hasn't been taught, or not been effective, this can then be used to inform future curriculum design.

We also carry out regular SWOT analysis of topics, as year groups during staff meetings, and modify accordingly. These prove particularly useful when a member of staff has changed year groups or joined our team. They come with fresh ideas and new perspectives.

Curriculum Impact

The curriculum at Knowsley Junior School is well taught, appropriately sequenced, routinely assessed and modified and has a robust model of progression. Our children can talk with confidence about what they have learned, why and how it will help them in the future. They can make links between subjects, use the correct terminology and take pride in their books. Their books also provide evidence of coherent teaching sequences, subject specific language as well as children's increasing understanding of key concepts throughout the key and vertically throughout Key Stage Two.

Teachers have access to 'end point' documents which set out the knowledge and skills across each term for each subject. The documents assist with; defining expectations, guiding teaching and learning, supporting assessment, communication with parents, ensuring consistency and supporting progression. They are available here <https://drive.google.com/drive/folders/1w4g5noSrzMxfqcl8mcmdeuBu1w45X6fj>

Our assessments show that the majority of children achieve age related expectations or better, and for those that do not, we put extra support in place to help them narrow the gap. Our good results are a reflection of what the children have learned.

The curriculum at Knowsley Junior School is a narrative in which pupils may start knowing relatively little about certain events and end up knowing a lot more. They are novices on a trajectory towards expertise.

***COVID-19**

Our remote learning offer saw the continuation of our topic based curriculum. We integrated our lessons as far as practicable (some outcomes such as making a wooden

maze, had to be re thought) and followed our medium term plans. We focused on objectives that would cover our non-negotiable outcomes and revisited these on the pupil's return.

The impact of COVID-19 on our children has been identified and monitored through daily teaching and marking, core and foundation assessments. We have addressed gaps in learning in various ways; the streamlining of medium term plans to allow for content to be covered in the time frame, (if lessons and content could be taught simultaneously such as history and SMSC, we have factored this in. Teachers will need more time to pre-teach some skills and knowledge as identified in the foundation gap analysis – see document.) Our progression documents also allow for teachers to see where children should have come from and where they are going. We changed our topics on the children's return to school after each national lockdown to focus on their behaviour and wellbeing, as well as ease them back into formal education. We are using our catch up provision to support children who did not meet their end of year targets in July 2021.

Phonics has been re-introduced in year 3 to enable children to continue through each phase. Training was provided for all staff and each year 3 child was assessed and grouped based on their phonic knowledge. Those who had completed each phase were given comprehension sessions.

We have not changed our non-negotiable topic objectives, as we have identified these as being crucial to children's knowledge and skills in the future.

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We know that our Knowsley Junior School curriculum is having the desired impact.

Teachers	Children	Children's work
Through CPD our staff become more knowledgeable and have higher levels of confidence in delivering all areas of the curriculum. The results can be seen via book scrutinies. They give senior leaders and subject leaders feedback about what is working well and where there are areas for improvement through foundation assessments and SWOT analysis. They are acutely aware of how children are coping with the taught content by using progression documents and assessment.* They teach consistently well; applying sound pedagogical practices in all lessons. This can be seen in book scrutinies, learning walks and observation records. They plan coherently using medium term plans as a year group to meet the needs of their pupils. They gain support from subject leaders when they are less confident about a skill.	They can talk with confidence about what they have learned, using correct terminology. They are enthused and interested in a wide range of curriculum areas. They can talk about the specific characteristics of subjects and the disciplines associated with them. They can show adults examples of their learning and describe the 'why' behind work they have produced. They demonstrate good learning behaviours in all lessons. They are able to explain how their learning within a subject builds on previous learning. They are able to make thoughtful links between subjects. They can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.	Demonstrates that they take pride in what they produce. Captures their increasing understanding of key concepts within each subject. Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content. Shows that a coherent teaching sequence has taken place within each unit of work. Demonstrates our curriculum's emphasis on subject-specific terminology and non-negotiable knowledge and skills.
Visitors and Governors	Give us positive feedback about pupil engagement and behaviour in lessons. Comment on the high-quality work that they see. Report leaders are clear about strengths and weaknesses, and have clear plans to address areas for development, evidenced on position statements (and SDP if applicable).	Parents and Carers Give us positive feedback about their children's attitudes to school (see questionnaire results). Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest).

National Curriculum Overview – Year 3 to Year 6

	Autumn	Spring	Summer
Year 3	Ancient Britain	Meet the Greeks	What's under our feet?
Year 4	Waterworlds	Invaders and Settlers	I&S cont. To Russia with Love
Year 5	To Infinity and Beyond	Ancient Egypt	What's so Great about the USA?
Year 6	Battle of Britain	The Maya	South America

Context for study

The curriculum at Knowsley Junior School is structured so pupils will learn in a cumulative way across Key Stage 2. Areas of study are not taught in isolation, but within an overarching framework that links learning together. Children will learn about key concepts to prepare them for further learning, change and continuity, comparisons, contrasts, chronology and the subtleties of using the appropriate language in different disciplines.

We have established a list of non-negotiable knowledge, skills and vocabulary that each child must acquire to be successful as they progress through their school career. Understanding these essential details is required to make the immediate learning flow and come to life; details which are revisited, reinforced and reviewed to allow them to become an almost instinctive layer of knowledge, quietly underpinning all later learning.

We have carefully chosen texts, ranging from classic literature to picture books, which support our topics for both shared reading and inspiring children's writing. These high quality works assist in the production of a range of outcomes across all subject disciplines, allowing for a real depth of engagement.

Below are rationales for the timing and sequencing of each topic, demonstrating their links to previous and future learning. The curriculum is underpinned by our Rights Respecting Charter and British Values. We are also committed to the development of SMSC through all our lessons.

Year 3

Ancient Britain

This topic is the first taught to year 3 as they begin their Knowsley Junior School career. There is limited prior knowledge from Key Stage One to activate. At Springhead Infant School, children study a Prehistoric Creatures unit and learn about cave men in Reception. They should be aware of the countries which make up the British Isles, which will help them to deepen their geography knowledge further by learning about the counties. Pupils studied maps and plans in year 1 and will revisit maps at a more detailed level; a central ability to geographical learning and understanding, which is deepened from the local (Springhead) to the global (examining world continents) throughout Key Stage 2. The knowledge learnt in this topic will help them to access their year 4 Invaders and Settlers topic, with particular reference to contemporary tools and settlements. It will develop their sense of chronology and ability to examine both primary and secondary sources, particularly Skara Brae. This skill will assist their investigation of Sutton Hoo in year 4.

Ancient Greece

This topic builds on the children's historical enquiry skills and their study of events in the past, as well as their geographical locational knowledge. Their prior learning about Britain is extended to the countries of Europe and allows them to compare and contrast both physical and human geography around the Mediterranean, a skill which will be broadened each year. The study of Stonehenge and its construction is compared with that of the Parthenon, making clear links across time and place. In future, these structures will be assessed against pyramids and temples. Design Technology is prominent through children's construction of a wooden labyrinth, equipping them with skills which will enable them to plan, design, test and evaluate products throughout the key stage. The study of the Ancient Greeks provides children with a contextual foundation for learning about ancient civilizations in year 5 and 6 (Ancient Egypt/ The Maya); myths, beliefs and arts and crafts.

What is Underneath our Feet

The children's learning in Key Stage One Science (plants) equips them with a basic understanding of the main science driver behind this topic. The children will learn about the Earth, building on their locational knowledge when investigating volcanoes around the globe. The scheduling of this topic in the summer term allows more successful outcomes when growing seeds, working outside to study vegetation and for a more enjoyable trip to the National Coal Mining Museum in Wakefield. Examining fossils and the ruins of Pompeii prepares children for learning about the discovery of Tutankhamun's tomb in year 5.

The study of Pompeii also equips the children with some knowledge of the Romans in preparation for year 4.

Year 4

Waterworld

The first topic children encounter in year 4 is centred around the water cycle. The importance of water for life was established in *What is Underneath our Feet?* in year 3. Their knowledge of the geography of Britain is deepened when examining river locations and erosion at places such as Dover and Dorset. In year 2, children compare England with Africa, and they acquire more knowledge of the continent through the text *Lila and the Secret of Rain* in year 4. In addition to the work on the importance of rivers, irrigation in Africa is studied; valuable for the understanding of Ancient Egypt in year 5 and the rise of society around the Nile.

Invaders and Settlers

This topic follows the chronological history of Britain and combines both in depth and overview study of the Romans, Anglo Saxons, Scots and Vikings. It allows children to make connections, contrasts and note trends over time. The myths examined from across the societies are familiar due to the examination of such narratives in year 3. Locational knowledge of British counties is extended via the discussion of historical place names' and the discovery of *Oldham* being an Old Norse name. At the beginning of the Spring term, our additional close proximity to the Roman Fort at Castleshaw provides children with a deeper knowledge and awareness of the history of Oldham. Children will develop an appreciation of a wide range of cultural influences and can compare the legacy of the Ancient Greeks to that of the Romans and Vikings and debate which has had the most impact in their lives. The Roman Empire is revisited when learning about Cleopatra in year 5, providing children with the opportunity to appreciate the full scale of the realm and support their chronological understanding

To Russia with Love

This geography driven topic allows children to compare and contrast a modern day European country and city with their own. They are introduced to climates and discuss the issues between urban and rural life. This provides a foundation for climate and biome work in year 5. Music and art form the secondary drivers, through which children examine two historically important individuals – Kandinsky and Stravinsky. Children will study composers and artists throughout their curriculum journey, and this provides an opportunity to examine such people more thoroughly.

Year 5

To Infinity and Beyond!

Children will use their knowledge of Russia and learn about the rivalry between the Soviet Union and the USA, exhibited in the Space Race. They build on their learning in year 3 about the structure of the Earth and how night and day occur, applying their knowledge to the Moon, the planets and the seasons respectively. The identification of hemispheres leads children into learning about the significance of latitude, longitude, time zones and the Tropics of Cancer and Capricorn which are introduced during the last year 5 topic around the USA. The children's consideration of Stravinsky prepares them for critiquing Holst and constructing their own composition. The skills gained via the construction of a labyrinth in year 3 are utilised during the creation of 3D framework 'lunar buggy'.

How can we rediscover the wonders of Ancient Egypt?

Year 5's Ancient Egyptian topic helps to develop our children's sense of chronology, having previously studied the Ancient Greeks and the Romans. They continue to cultivate their understanding of how these civilisations were interlinked and the importance of structures across different periods (Stonehenge, Parthenon, Pyramid of Giza and Mayan pyramids in year 6). They will study the importance of the River Nile, drawing on the geographical and scientific lessons from Waterworld in year 4. They study ancient and modern maps and have the opportunity to gain understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.

What's so Great about the USA?

Timetabled in the summer term to incorporate Independence Day (4th July), year 5's study of the USA involves close examinations of persecution; segregation and Native American exploitation. This prepares children for their first year 6 topic which involves exploring the causes and events of World War Two. The context of events in the wider geopolitical landscape of the space race is made explicit, linking Russia and To Infinity and Beyond. This topic introduces the North American continent, allowing children to apply their geographical skills to locate states, cities and other physical features using maps at different scales. They deepen their understanding of the hemispheres, and use their knowledge of climate zones from year 4 to plot the USA and provide explanations as to how Native Americans were affected by their surroundings. The impact of settlement by outside influences can be compared to the invasion of Britain by a number of aggressors. The use of symbolism in Native American art and design continues themes examined in Russia's St Basil's Cathedral, hieroglyphics, Greek artwork and cave paintings. This will be revisited when looking at Mayan temples.

Year 6

What did Britain battle for?

The wider context of World War Two and the in depth look at the turning point of the Battle of Britain, realises the conclusion of British history's chronology at Key Stage 2. It takes place during the autumn term to encompass the Remembrance commemorations in November. As this topic sees children working with more complex information about the world, including the relevance of people's attitudes, values and beliefs, its place in year 6 is appropriate. The key geographical locations in Britain are revisited in terms of bombing raids and evacuation, and a

wide range of secondary and primary sources utilised. Churchill's speech can be directly compared with Dr. Martin Luther King Jr's and the impact it had on contemporary society. Operation Sealion is equally contrasted with the successful invasions nearly 2000 year before.

The Maya

Previous studies of ancient civilisations culminates in an in-depth examination of the Maya. It extends children's learning from the familiar and concrete to the unfamiliar and abstract – this is their first exploration of South America. Their preceding topics will help them to make greater sense of the Maya by organising and connecting information and ideas about people, places, processes and environments previously studied. Their knowledge of river settlements and other parallels (particularly with Ancient Egypt) such as the importance of religion, hieroglyphs, pyramids and isolated communities will enable children's prior knowledge to be activated and applied.

Year 6 South America

The study of South America offers an in-depth exploration of the continent's geography, examining its countries, cities, and physical and human features. Through mapping, research, and fieldwork, children will engage with key aspects such as climate, population change, and famous landmarks. This unit encourages the children to explore the relationships between human activity and the environment, linking their learning to global geography. The comparative study of Brazil and the UK allows children to draw connections between different regions, enhancing their understanding of both continents. As part of the inquiry-based approach, children will develop critical thinking skills and a deeper awareness of the world's geographical diversity.

Year 3

Subject	Autumn	Spring	Summer
Topic	Ancient Britain	Meet the Greeks	What is Under our Feet?
English	• Narrative • Informal letter • Paragraph of Dialogue • Non-chronological report • Narrative (assessed writing) • Information Text	• Diary • Description • Poetry • Narrative • Narrative • Information text • Description • Persuasive writing • Non chronological report • Information Text	• Non fiction - question writing • Non chronological report • Information text • Poetry • Newspaper report • Instructions • Narrative - adventure • Non fiction fact file
Maths	<i>See separate White Rose Maths Long Term Plan</i>		

Computing	Coding Online Safety Spreadsheets		Touch Typing Email (including online safety)		Branching Databases Simulations Graphing	
Science	Developing our science skills	Movement and growing. Light and Shadows	Forces and Magnets		Rocks and Soils	Helping Plants Grow Well
Art and Design	Sculpture and 3D Abstract shape and space		Craft and design Ancient Greek Zines		Art and Design Drawing - Growing artists	
Design Technology	Cooking and nutrition Eating seasonally		Structures Constructing a castle		Digital World Wearable technology	
History	Ancient Britain		Ancient Greece		Underground	
Geography	Counties of Britain/ Land Use		Greece – Human and Physical		Physical Geography	
PE	Athletics Yoga	Ball skills Handball	Gymnastics Dance	Fundamentals Fitness	Football Outdoor Adventurous Activity	Cricket Athletics
RE	How do Jews remember God's covenant?	How do different people express spirituality?	What faiths and beliefs can be found in our community?	Creation Stories	Bible and Christian good life	
P4C	School Issues and Linked to SMSC					
PSHE/ SMSC	Families and Relationships	Health and Wellbeing	Safety and the Changing Body E Safety Week	Citizenship	Economic Wellbeing	Transition
Languages	French					
Healthy Me, Healthy Planet Week	Movement and Growth					

Year 4

Subject	Autumn		Spring	Summer
Topic	Water World		Invaders and Settlers	To Russia with Love
English	• Narrative • Poetry to Entertain • Explanation Text • Diary Entry • Poetry to Inform • Information Text • Instructions • Biography • Description/prediction		• Diary • Non Chronological Report • Storyboard • Debate • Poetry • Explanation Text • Non chronological report • Newspaper report • Information booklet	• Non fiction fact file • Note taking • Characterisation • Persuasive text • Non fiction - geographical features
Maths	<i>See separate White Rose Maths Long Term Plan</i>			
Computing	Coding Spreadsheets		Online Safety Writing for Different Audiences Logo	Animation Effective Search Hardware Investigators
Science	Developing our science skills	Teeth and Eating Habitats State of Matter	Sound	Electricity
Art and Design	Craft and Design Fabric of nature		Drawing Power prints	Painting and mixed media Light and dark
Design Technology	Structure Pavilions		Mechanical Systems Making a slingshot car	Electrical Systems Torches
History			Romans, Celts, Anglo Saxons and Vikings	Russian Timeline
Geography	Climates Irrigation for food production Physical features of rivers Feature of UK coastline Coral reef Global warming		Location of Castleshaw: land use and position UK place names	Location of Russia Physical and human characteristics of Russia Compare and contrast Moscow/ Manchester, Rural/ urban

PE	Netball Swimming	Athletics Swimming	Gymnastics Swimming	Outdoor Adventurous Activity Swimming	Tennis Swimming	Cricket Swimming
RE	How do ancient stories influence modern celebrations?	Inspirational leaders	How do the Five Pillars help Muslims to live a good life?	How do the lives of Gurus inspire Sikhs?	How are the stories of Holy Week important to Christians?	What can we learn from religions about temptation, right and wrong?
P4C	School Issues and Linked to SMSC					
PSHE/ SMSC	Families and Relationships	Health and Wellbeing	Safety and the Changing Body E Safety Week	Citizenship	Economic Wellbeing	Transition
Languages	French					
Healthy Me, Healthy Planet Week	Animals including Humans and Living Things					

Year 5

Subject	Autumn	Spring	Summer
Topic	To Infinity and Beyond	Ancient Egypt	What's so Great about the USA?
English	• Non Chronological Report • Description • Dialogue • Newspaper Report • Descriptive Paragraph • Narrative (assessed writing) • Note Taking • Job Description • Postcard • Instructions • Recount • Explanation Text	• Non Chronological Report • Explanation Text • Instructions • Diary Entry • Narrative • Persuasive letter	• Non Chronological Report • Explanation Text • Comparison • Informal Letter • Description • Extended Dialogue • Explanation Text • Analysis • Poetry

Maths	See separate White Rose Maths Long Term Plan					
Computing	Coding Spreadsheets	Online Safety Databases Game Creator		3D Modelling Concept Map		
Science	Developing our science skills	Earth and Space	Forces	Properties and Changes of Materials	Life Cycles	Animals including Humans
Art and Design	Drawing I need space		Sculpture and 3D Interactive installation		Painting and mixed media Portraits	
Design Technology	Cooking and nutrition Developing a recipe		Mechanical Systems Making a pop up book		Electrical Systems Doodlers	
History	Telescope Space Race		Features of Ancient Egypt and the Earliest Civilisations		Civil Rights movement USA Native American Indians	
Geography	Equator Northern and Southern Hemisphere Arctic and Antarctic Circle Time zones		Human and physical geography of the Nile Delta Latitude, longitude and Tropic of Cancer and Capricorn		North America Physical and human geography Compare with UK	
PE	Hockey Athletics	Outdoor Adventurous Activity Football	Dance Gymnastics	Dodgeball Yoga	Fitness Basketball	Tag Rugby Cricket
RE	What do different Hindus believe about God?	How do Sikhs symbolise commitment?	How do Buddhist live a meaningful life?	What is the significance of Easter, Ascension and Pentecost?	What values do people live by?	What is Humanism?
P4C	School Issues and Linked to SMSC					
PSHE/ SMSC	Families and Relationships	Health and Wellbeing	Safety and the Changing Body E Safety Week	Citizenship	Economic Wellbeing	Transition
Languages	French					

Healthy Me, Healthy Planet Week	Healthy Packed Lunches/Fairtrade
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Year 6

Subject	Autumn		Spring		Summer	
Topic	Battle of Britain		The Maya		South America	
English	• Narrative • Information Text • Postcard • Explanation • Diary • Information Text • Radio Report (Inform) • Narrative		• Poetry • Explanation Text • Descriptive Writing • Poetry - Figurative Language • Explanation Text • Non Chronological Report • Persuasive Writing		• Non-Chronological Report • Explanation Text • Instructional Text • Research Writing • Comparative Writing • Field Study Report	
Maths	See separate White Rose Maths Long Term Plan					
Computing	Coding Spreadsheets		Online Safety Blogging Networks		Text Adventures Quizzing	
Science	Developing our science skills	Keeping Healthy	Electricity	Light	Evolution and inheritance	Micro Organisms
Art and Design			Drawing Making my voice	Craft and Design Photo Opportunity	Sculpture and 3D Making memories	
Design Technology	Structures Playgrounds	Textiles Waistcoats			Digital World Navigating the world	
History	WW2 and Local History		Mayan Civilisation			

Geography	Europe		Central America's location, climate, and physical features relevant to the Maya civilization.		Comparing Cities - climate maps/ tourism	
PE	Outdoor Adventurous Activity Netball	Gymnastics Handball	Yoga Dance	Volleyball Fitness	Rounders Athletics	Cricket Football
RE	How might Pilgrimage transform people's lives?	What do Christians believe about the Old and New Covenants?	How and why are Jewish festivals celebrated?	Should we forgive others?	Why are rites of passage important?	
P4C	School Issues and Linked to SMSC					
PSHE/ SMSC	Families and Relationships	Health and Wellbeing	Safety and the Changing Body E Safety Week	Citizenship	Economic Wellbeing	Transition
Languages	French					
Healthy Me, Healthy Planet Week	Keeping Healthy – drugs and smoking / plastic pollution					

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Effective Learning and Teaching

We aim to provide a stimulating learning environment across the whole curriculum, which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life. This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills.
- Providing a broad, balanced and relevant curriculum.
- Using flexible and responsive teaching and learning styles.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals, and as responsible and valued members of society.
- Developing a close partnership with the whole community, particularly parents.

We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school, irrespective of gender, faith, language, ability, and personal circumstance.

We aim to provide Quality First teaching using a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment.

We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils.
- Providing high quality pastoral care, support and guidance.
- Safeguarding the health, safety and welfare of pupils.
- Listening and responding to the concerns of children and parents.
- Taking care to balance the needs of all members of the school community.

We secure inclusive education for our pupils by reviewing and evaluating what is done:

- Does each pupil achieve to their full potential?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?

Are all of our pupils happy to be in school?

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Teachers' planning will set high expectations and provide opportunities for all pupils to achieve so that everyone can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches – ensuring children of all abilities are given the opportunity to succeed and make progress.
- Using appropriate assessment approaches.
- Setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable, yet challenging, and help pupils to develop their self-esteem and confidence in their ability to learn.

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Special Educational Needs and Disability (SEND)

We recognise that many pupils will have special needs at some time during their school life. Good SEND practice will enable all pupils to overcome their difficulties.

Our teachers and support staff are fully committed to ensuring that the children in our care make the best progress possible.

Targets set out on Education and Healthcare Plans (EHCP) for children with special educational needs and those specified during PCR meetings may include, as appropriate, specific targets relating to areas of the curriculum.

Our Aims

- To ensure that the provision for SEND pupils is a starting point for all curriculum developments.
- To provide an adapted curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils are included in all school activities, where appropriate.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

We have created 'SEND in the Curriculum' documents to support teachers in their delivery of the foundation subjects. Each one page overview is separated into the 4 areas of need; cognition and learning, communication and interaction, physical and sensory and social, emotional and mental health. It outlines various areas of difficulty a child may have in each subject and suggestions for the provision that can support their learning. Each document is attached as appendix 3.

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Marking and Feedback

We recognise that effective marking provides pupils with valuable feedback on the strengths and weaknesses of their work, and also on the next steps for learning. It also provides an assessment record of the child's progress. Marking is positive and focussed, and where appropriate, clear guidance is given to provide next steps. Marking should be used to raise self-esteem, and equip children with the tools for a 'can do' approach, rather than to reinforce a sense of failure by focussing upon grades, levels and scores. The use of peer assessment and children marking their own work is encouraged. Children use green pens to edit, mark, correct and respond to feedback, and are actively encouraged to take a role in reflecting and improving their work.

Guidelines for Marking

- Feedback highlights where success has occurred, and strategies for improvement, where appropriate. Where possible, work should be marked with the child (in a marking conference).
- Time should be allowed on return of the work, for the child to read and/or discuss the marking comment and, where appropriate, to enable the child to amend or improve their work.
- Marking should reward effort as well as attainment; rewards may consist of stamps, smiley faces, stickers, house points, etc. Teachers for opportunities to celebrate all children's work, based on individual learning goals.

Agreed Marking Criteria

LO	Learning Objective shared every lesson
A	LO achieved (written by LO)
PA	LO partly achieved (written by LO)
NMP	LO needs more practice (written by LO)
1:1, Focus Group or group ratio, e.g. 1:4	Work completed with adult support
Sc	Scaffolded work
Sp	Spelling error - in margin or above error, where appropriate. Spellings may be circled or underlined to highlight specific errors.
Sp x3	Child to correct spelling 3 times, where appropriate

O or insertion	Missing punctuation
^	Missing word
//	New paragraph or new line in poetry
O or CL	Missing capital letters
t	Check tense
©	Correction to be made
X or .	Error/incorrect
	Discussion with teacher required - face ticked when addressed
H, G, S, etc	Curriculum code next to LO to indicate subject focus/cross curricular link in topic book (e.g. History, Geography, Science)
T	Target (may be followed by a number, e.g. T1, T2, T3)
HP	House point
Date, LO, Absent	Recorded in books to indicate work missed
Red pen	All adult marking
Green pen	Child marking, corrections, dialogue
√	Learning journey – child self-assessment. Confidence level may be shown at the beginning and end of learning
 or coloured spots (green, orange, red)	Child self-assessment to indicate confidence level, where appropriate
Marking to cease 	Child has evidently misunderstood - discussion with teacher required
Targets and praise linked to LO, where appropriate	

Praise may be linked to effort and presentation
Stamps and stickers may be used to give praise, feedback or to highlight next steps

Reporting Learning

Meetings and discussions with parents take place regularly, on an informal basis, and also on two formal parents' evenings a year. The emphasis at these meetings is on the quality of the child's learning, effort and progress, not on the levels achieved or the position of the child in relation to others. The age-related expectations are sent home in the first half term of every year so that parents can support their child at home.

Knowsley Progress Day and Evening is held once a year. This is an opportunity for children celebrate their work and share their personal targets with parents, peers and staff. Staff are on hand to discuss targets, progress and concerns, and to informally answer questions.

Parents receive a formal Annual Report once a year. Parents are invited to contact the class teacher if they wish to discuss the report.

For children with SEND, PCR (Person Centred Review) meetings are held at least 3 times a year. This is an opportunity to share the child's progress against carefully defined criteria. All targets should be specific, measurable, attainable, realistic and timely (SMART). Parents and children should be involved in discussions and decisions about future learning goals.

Monitoring Learning

We use a variety of methods to monitor the progress of the children. These include the use of observing, questioning, setting tasks, discussions and encouraging the children to share what they understand in a number of ways.

To monitor the quality of learning across the whole school, use is made of book scrutinies and lesson observations, as appropriate. Spreadsheets are used to track progress termly, throughout the school. The SLT and year group leads hold progress meetings throughout the year, to track and monitor progress. Identified children are targeted through quality first teaching, and intervention and booster groups. Data is scrutinised by the assessment team who report on progress of individual pupils, as well as year groups and significant groups. Analyses of assessments are developed with individual teachers and subject coordinators.

At the end of each school year, the class teacher reports end of year age-related expectations for individual pupils in reading, writing, maths and science, to parents (in Annual Reports) and the assessment coordinator.

Performance management meetings are used to review pupil progress and to set targets for the coming year.

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Assessment

At Knowsley Junior School we recognise the role that assessment has to play in improving the quality of the learning experience for our pupils.

Our aims for assessment are to:

- Provide effective feedback to pupils.
- Adjust the teaching to take account of the results of our assessment.
- Use assessment to raise the self-esteem and motivation of our pupils.
- Actively involve pupils in their own learning.
- Encourage the pupils to assess themselves, and develop their own understanding of how they can improve their own work.
- Record and celebrate achievement.
- Monitor the progress of each child.
- Identify any special educational needs and put steps in place for additional support.
- Provide clear information for the next teacher/school.

Assessment for Learning

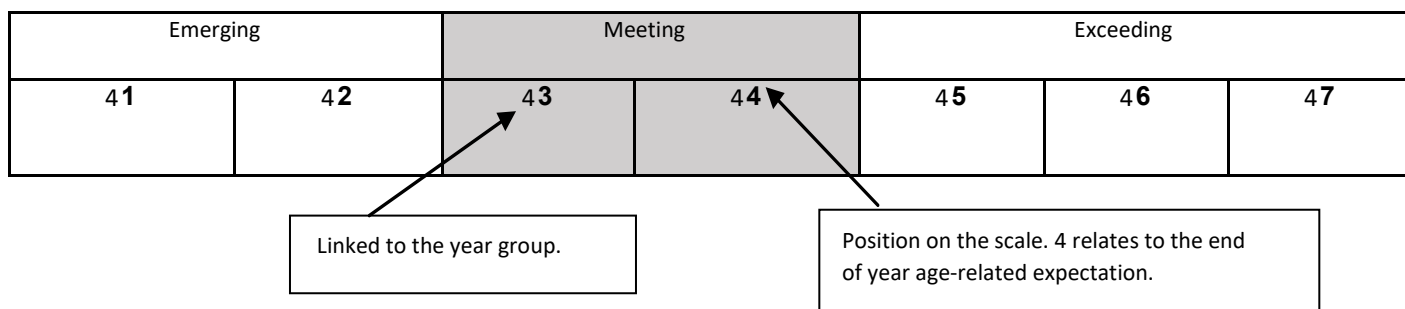
In every lesson, the learning objectives (LO) are shared with the children. Assessment criteria is shared and (where appropriate) created with the children, so that they are aware of what is expected of them. The children are actively encouraged to assess and reflect on their own work using a variety of self-assessment techniques, e.g. learning journeys, success criteria, traffic light system, faces, or more informally 'thumbs up, thumbs down'.

The information collected by the teacher is used to make decisions about the next steps in learning, whenever possible, with the full involvement of the pupils. The teacher is responsible for identifying those children who have achieved, partly achieved or have not met the objective. The underlying principles of assessment are the same throughout the school, although the practice may vary to take account of the maturity of the children.

Ongoing teacher assessments against national curriculum age-related expectations are used regularly to track progress and support the planning and teaching cycle.

Termly Assessments

Assessment week takes place once each term, when teachers form an overall judgement of progress and attainment through a combination of formal tests and teacher assessments. Progress is tracked and attainment is recorded against national curriculum age-related expectations, using a 7-point system.



Each year group has a different set of expectations, which children should master by the end of the school year. For children to be meeting expectations (3/4), they must achieve between 75-100% of the criteria. For children who exceed the age-related expectations, there is a further set of objectives for each year group. These objectives broaden and consolidate learning, rather than pushing children further.

Once each term, teachers will report on individual age-related expectations and progress, based on their assessments. Standardisation staff meetings are held, throughout the year, within year groups. Work is assessed in accordance with national curriculum guidance.

Reading

Ongoing teacher assessments, against the age-related expectations, are used to track progress. Teachers use guided reading observations, comprehension activities and individual reading sessions to make observations and gather evidence. During termly assessment weeks, a more a formal judgement is made using these ongoing teacher assessments, combined with a formal standardised test. In Year 6, more regular formal reading tests are given to assess progress alongside ongoing informal teacher assessments.

Writing

We assess writing on an ongoing basis, with effective marking and feedback, and from this we communicate areas for improvement and targets. During termly assessment weeks, a more formal assessment of a piece of work is made, using grade sheets which take into account the national curriculum expectations for each year group. Areas for development are highlighted and used as targets to enable children to make progress. Once each term, this piece of work, alongside ongoing teacher assessments, forms an overall judgement of attainment, and mastery of targets. Years 5 and 6 use formal assessment more frequently during the spring term. These pieces of writing support and inform judgements.

Maths

In addition to ongoing marking, the children's level of understanding and development needs are assessed using teacher assessments and informal testing. During termly assessment weeks, a more formal judgement is made using these ongoing teacher assessments, combined with a standardised test.

Science

At the end of each unit of work, children are assessed against the national curriculum objectives, and teachers form a best fit judgement for that unit. All children take part in an assessed practical experiment once a term to assess the level of development of AT1 skills. A more formal judgement is made during termly assessment weeks, combining judgements from unit assessments and AT1 skills. Concept maps, test questions and marking may also be used to enable teachers to form judgements.

Foundation Subjects

Foundation subjects are assessed using ongoing teacher assessments of the key skills, based on the national curriculum framework. Subject coordinators scrutinise this information termly to inform developments within their areas.

Progress Tracking

The progress of children is tracked through the school. On entry into Year 3, the results of KS1 SATs are recorded, and the Year 3 staff undertake their own assessment of the children to provide a baseline of attainment on entry to the school. This baseline is externally scrutinised. Targets for the year are set at the beginning of the autumn term, for every child in the school. These are based on the anticipation that the majority of children will reach their relevant age-related expectation by the end of the school year. Progress is reviewed termly, and for those who are not making appropriate progress, action is taken to support them and to raise attainment. It is the responsibility of the class teacher to ensure that end of year targets are met whenever possible.

Children are set targets so that they are aware of their next steps for learning. These can be individual targets or group targets, as appropriate. This practice is formalised for English, with the targets (in child speak) being shared with the children and regularly reviewed. Children are encouraged to assess their own development against the criteria, and identify their next steps with the help of the class teacher, teaching assistant or peer.

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Home Learning

Knowsley Junior School prides itself on providing many opportunities to promote the learning of the primary curriculum. The children benefit hugely by the homework they are set, which prepares them for their in-class learning and gives them the confidence to develop their existing knowledge. You can support your child in their curriculum learning at home by:

- Ensuring that a variety of books are readily available to them. You may wish to encourage your child to become a member at the local library too, so that they can access a wide range of books and other resources.

- Helping your child to select appropriate texts for their age or ones which relates to their termly topic.
- Helping your child to become a reader and develop a love for reading. This is key to lifelong learning.
- Allowing them to use a computer, under supervision, for research purposes, if possible.
- Letting your child know that you think education is important and by setting time aside for homework each day.
- Providing a special place to study and removing distractions, such as the television, during homework time and ensuring that your child is well prepared.
- Offering lots of praise whilst your child is completing their homework and when they have completed it, particularly with presentation and effort.
- Talking to your child about their learning, allowing them to discuss and reflect on what they have been learning about.
- Encouraging them to join one of our extra-curricular clubs at school, to enhance their learning.
- Involving them in games that encourage learning such as Scrabble, Monopoly, and crosswords etc.
- Watching educational documentaries on the television.
- Visiting museums and art galleries in their free time.
- Encouraging them to become responsible, independent learners, e.g. letting them join in with cooking at home and giving them responsibilities.
- Giving them the opportunity to learn a musical instrument to build confidence and encourage active learning.
- Keeping in touch with your child's teacher by attending parents' evenings, parent meetings, assemblies and fun school events.
- Encouraging an active and healthy lifestyle and limiting time on tablets, phones and computer games etc.

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Subject Leaders and their roles

Curriculum	Mrs E Oliver
English	Miss E Aldred
Mathematics	Miss F Stewardson
Science	Mrs A Anderson
Geography	Mrs J Bunn

History	Mr S Potts
Computing	Mrs L Murfitt
Physical Education	Mr E Langhorn
Religious Education	Mrs N Shaw
The Arts – Art and Design & Technology	Mrs J Jackson
Music	Mrs B Scott
PSHE	Mr S Potts
Relationships Education	Mr S Potts
Modern Foreign Languages	Mrs N Shaw

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Role of the Subject Leader

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to wholeschool objectives. Each subject leader reviews their subject, ensures that there is full coverage of the national curriculum and that progression is planned into schemes of work.

It is the responsibility of the subject leader to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.
- Role of the Headteacher

Role of the Headteacher

It is the responsibility of the Senior leaders to:

- Support subject leaders to implement the curriculum offer.
- Keep a termly overview on children's' progress using School tracking system
- Set targets for the school to achieve
- Support and challenge class teachers to ensure the curriculum offer is of high quality and fully embedded

Role of the Governors

Our governors challenge, support, monitor and review the school Curriculum offer via active committee involvement. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective the curriculum is in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Headteacher report to governors as well as a review of the in-service training sessions attended by our staff.

Our English Vision - Writing and Oracy

Intent

At Knowsley Junior School we recognise the crucial importance of a high quality education in English. It is essential for children to speak, write and read fluently, in order to

effectively communicate with and understand others. Mastering the skills of language is crucial in order to access the full national curriculum and to participate fully in society. Improved performance in reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently and accurately. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, given a high priority at Knowsley Junior School and, where possible, the creative curriculum and ICT will be used as tools to support and enhance learning.

Implementation

From Year 3 to Year 6, pupils are taught English through an integrated creative curriculum, within their classes. English opportunities are carefully planned and are closely linked to each year group's termly topic long-term plans, in order for pupils to make links to the real world and to see how essential English is in their everyday lives (also see Curriculum Policy). Clear lesson objectives and success criteria are routinely shared (or created) with pupils, and working walls support learning in classrooms. Pupils are encouraged to use ICT as a resource for learning (particularly in their independent learning at home), when appropriate.

Careful planning and differentiation ensures that all pupils receive high quality teaching and appropriate support, in order for them to reach their full potential. Pupils of all abilities may receive additional support, where necessary, outside of curriculum time (e.g. via 1:1 or focus group interventions, booster groups, clubs, etc), in order for them to achieve personal targets and to reach their full potential. Pupils with SEND, EAL and new arrivals may also be withdrawn in order to receive interventions that focus on their specific individual needs and enable them to access the curriculum at their own level.

Development of quality speaking, listening and thinking skills is a focus throughout school. Teachers plan for frequent and varied opportunities throughout the curriculum, for example, P4C (Philosophy for Children), SMSC, drama, assemblies, Book Club, pupil voice (including School Council and Eco Council), talk partners, group work, etc. Our creative curriculum enables pupils to make links in all of their learning.

Throughout KS2, pupils are provided with weekly opportunities to write independently (throughout the curriculum) and regular extended pieces of writing are also produced. Where writing is linked to the topic, a best copy is recorded in pupils' topic books. Pupils are taught the value of the planning, revising and evaluation as essential parts of the writing process, and a number of lessons, incorporating discussion, note taking, research (including homework and independent learning), redrafting and editing may contribute to producing a final piece of independent writing.

Pupils are taught that writing can take many forms, and teachers plan carefully for these varied and numerous opportunities. Children are taught that the style of writing (including handwriting) may vary depending on its purpose, and although writing in workbooks, on white boards, as part of group work, etc, may not be formally marked, it will be checked and monitored as it is an essential part of the writing process.

Following a piece of independent writing, reflection and editing time is encouraged (and often timetabled). Pupils reread, edit and improve their own work (the level of independence in editing increases throughout KS2). Editing is a skill that needs to be taught and children are given guidance and opportunities to reflect upon, discuss (with a partner or in a writing conference with an adult) and improve their work using dictionaries, thesauruses, editing walls, etc.

Spelling is taught regularly and may be taught in short sessions or full lessons. Teachers focus on spelling patterns, rules, root words and their meanings and etymology. Repetition is essential to embed new learning and teachers reinforce spelling in all curriculum areas. Word banks, spelling rules and tricky spellings may be displayed around classrooms and/or provided for individuals as needed. Where spelling activities are set as homework, pupils focus on reinforcing learning from school; learning word lists specifically for spelling tests is discouraged. Through careful planning, teachers endeavour to ensure that pupils understand the importance of punctuation and grammar, and their direct links to writing. Where possible, punctuation and grammar lessons precede and feed directly into weekly independent writing lessons. SPaG is a constant focus in all writing and is continually reinforced in all curriculum areas.

Our Handwriting Policy is taught throughout school. We give pupils the freedom to choose their own style and writing implement when working on white boards or when writing for their own personal use (e.g. in workbooks, for note taking, when planning writing, etc), and joined, legible handwriting is the expected standard in all formal books.

Impact

The impact on our children is clear: progress, sustained learning and transferable skills. With the implementation of the writing journey being well established and taught thoroughly throughout school, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. As all aspects of English are an integral part of the curriculum, cross-curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We know that we have equipped children to move on from us to further their education and know that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Children will leave Knowsley Junior School writing, speaking and listening with confidence, fluency and understanding using a range of strategies to take responsibility for their own learning. Through a variety of topics, vocabulary will be stretched and the importance of suitable and technical vocabulary encouraged.

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Whole School Spelling Long Term Plan

Year 3 Spelling

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Review of Y2 suffixes (ed, ing, er and est)	The /ai/ sound spelled ei, eigh or ey	Review of Autumn term spelling	The prefixes anti and sub	Review of Spring term spelling	The suffixes ally and ation
2	Review of Y2 suffixes (ness, ment, ful, less)	The un, dis and mis prefixes	Review of Autumn term spelling	The prefix auto	Review of Spring term spelling	Suffixes (vowel letters)
3	Words from the Y3/4 spelling list	Adding suffixes	Words from the Y3/4 spelling list	The prefix inter	Words from the Y3/4 spelling list	The endings sion and tion
4	The /i/ sound spelled with a y	Spelling split digraphs	The prefix re	Homophones and near homophones	The ly suffix	The prefixes in and il
5	The /u/ sound spelled with a ou	Words from the Y3/4 spelling list	The prefix super	Words from the Y3/4 spelling list	The ly suffix	The prefixes im and ir
6	Words from the children's own writing	Words from the children's own writing	Words from the children's own writing	Words from the children's own writing	Words from the children's own writing	Words from the Y3/4 spelling list

Year 4 Spelling

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Review of Y3 suffixes	The endings sion and tion	Review of Autumn term spelling	The /k/ sound spelled ch	Review of Spring term spelling	The que endings
2	Review of Y3 prefixes	The ssion endings	Review of Autumn term spelling	The /s/ sound spelled c	Review of Spring term spelling	The /s/ sounds spelled sc
3	Words from the Y3/4 spelling list	The suffix ation	Words from the Y3/4 spelling list	The ture endings	Words from the Y3/4 spelling list	Homophones and near homophones
4	Missing letters and possessive apostrophes	The cian ending	The ous endings	The sure and ture endings	The /sh/ sound spelled ch	Homophones and near homophones
5	Suffixes (Vowel letters)	Accurately spelling words from the Y3/4 spelling list	The ous endings	Unstressed vowels	The gue endings	Words with the prefixes un, dis, mis and re
6	Improving spelling in children's own writing	Improving spelling in children's own writing	Improving spelling in children's own writing	Words from the Y3/4 spelling list	Improving spelling in children's own writing	Reviewing words from the Y3/4 spelling list

Year 5 Spelling

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Review of Y4 prefixes	Words from the children's own writing	Review of Autumn term spelling	Words with silent letters	Review of Spring term spelling	Words from the children's own writing
2	Review of Y4 suffixes	The ious endings	Words ending in able and ible	Words ending in and and ent	Revision of prefixes	The possessive apostrophe - plurals
3	Words from the Y3/4 spelling list	Endings that sound like /sh/ and are spelled cial or tial	Words ending in ably and ibly	Words ending in ance/ancy or ence/ency	Converting nouns and adjectives into verbs	Turning adjectives into adverbs
4	Words containing the letter string ough	Words from the Y5/6 spelling list	Homophones and near homophones	Homophones and near homophones	Homophones and near homophones	Words from the Y5/6 spelling list
5	Words from the Y5/6 spelling list	Words from the Y5/6 spelling list	Words from the Y5/6 spelling list	Words from the Y5/6 spelling list	Homophones and near homophones	Words from the children's own writing
6	Homophones and near homophones	Words from the children's own writing	Words from the children's own writing	Words from the children's own writing	Words from the Y5/6 spelling list	Revision of the words from the Y5/6 spelling list

Year 6 Spelling

Week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Review of Y5 work on spelling	Use of the hyphen	Review of work	Review the role and use of suffixes	Revise the use of the ough letter string	Ei, eigh and ey; ea, aigh
2	Words from the Y5/6 spelling list	Words from the Y5/6 spelling list	Words from the Y5/6 spelling list	Review the role and use of suffixes	Review of homophones	Etymology - words with the /s/ sound spelled sc
3	Ei following the letter c	Words ending in gue and que	Words from the Y5/6 spelling list	Revision of /shun/ endings	Review of the use of apostrophes	Etymology - American and British words
4	Words from the Y5/6 spelling list	Ch makes the k sound and ch makes the sh sound	Revision of words ending in sure and ture	Revision of /shal/ and /shus/ endings	A spelling bee, based on the Y5/6 spelling list	Txtng and splng; what are the rules?
5	Adding suffixes to words ending in fer	Words from the Y5/6 spelling list	Revision of ou spells u, as in trouble	Review of able/ably and ible/ibly endings	Strategies for spelling in test conditions	A review of english technical vocabulary
6	Words from the children's own writing	Words from the children's own writing: technical vocabulary	Words from the children's own writing and Y3/4 spelling list	Words from the children's own writing and Y3/4 spelling list	Etymology	Personal end of year spelling review

Year 3	Non-negotiables
Reading: Word Recognition	● Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ● Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
Reading: Comprehension	● Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ● Know that non-fiction books are structured in different ways and be able to use them effectively. ● Begin to understand that narrative books are structured in different ways, e.g. quest stories and stories with dilemmas. ● Ask questions to improve understanding of a text. ● Predict what might happen from details stated. ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. ● Use dictionaries to check the meaning of unfamiliar words.
Reading: Exceeding	● Skim materials and note down different views and arguments. ● Pause appropriately in response to punctuation and/or meaning. ● Justify predictions by referring to the story. ● Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language. ● Read ahead to determine direction and meaning in a story. ● Investigate what is known about the historical setting and events and their importance to the story. ● Deduce from the evidence in the text what characters are like. ● Explore figurative language and the way it conveys meaning succinctly. ● Identify the way a writer sets out to persuade. ● Explore the relationship between a poet and the subject of a poem.
Writing: Handwriting	● Use the diagonal and horizontal strokes that are needed to join letters. ● Understand which letters, when adjacent to one another, are best left unjoined. ● Increase the legibility, consistency and quality of handwriting.
Writing: Punctuation and Grammar	● Extend the range of sentences with more than one clause by using a range of conjunctions.

	- Express time, place and cause using conjunctions, adverbs or prepositions. - Use of the present perfect form of verbs instead of the simple past. - Use of fronted adverbials. <u>Punctuation</u> - Use commas after fronted adverbials. - Use possessive apostrophes. - Begin to use inverted commas to punctuate direct speech.
Writing: Spelling	- Spell words with additional prefixes and suffixes and understand how to add them to root words. - Recognise and spell homophones, e.g. he'll, heel, heal. - Use the first two or three letters of a word to check its spelling in a dictionary. - Spell words correctly which are in a family, e.g. solve, solution, solver. - Spell the commonly mis-spelt words from the Y3/4 word list. - Make links from a word already known and apply to an unfamiliar word. - Identify the root in longer words.
Writing: Composition	- Discuss models of writing, noting structure, grammatical features and use of vocabulary. - Discuss and record ideas. - Compose sentences using a wider range of structures. - Organise paragraphs around a theme. - Write a narrative with a clear structure, setting, characters and plot. - Use headings and sub-headings to aid presentation and organisation. - Suggest improvements to my own writing and that of others. - Make improvements to grammar, vocabulary and punctuation, e.g. the accurate use of pronouns in sentences. - Use a range of sentences with more than one clause by using a range of conjunctions. - Express time, place and cause by using conjunctions, adverbs and prepositions. - Proof-read to check for errors in spelling and punctuation.
Writing: Exceeding	- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations. - Give careful thought to the planning of writing and re-read it as a matter of course. - Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding. - Use words that have not been used before when describing events, characters and feelings. - Use powerful verbs to show character or add impact. - Vary sentences, adding phrases to make the meaning more precise.

	● Include descriptions of events and characters in a variety of styles, sometimes using humour. ● Describe characters and include feelings and emotions when needed. ● Choose the most appropriate style of writing to suit the needs of the situations, e.g. poems, lists, letters and reports. ● Check punctuation and use speech marks and apostrophes accurately.
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Year 3 Writing Grade Sheet

	Targets
	I can write for a range of purposes and audiences (genre).
1	I can plan my writing.
2	I can write short sections of developed ideas.
3	I can use full stops and capital letters in the right places (<i>mostly accurate</i>).
4	I can use ? and ! (<i>mostly accurate</i>)
5	I can use speech punctuation “ ” (<i>not always accurate</i>).
6	My handwriting is neat and I can control the size of my capital and lower case letters (<i>may not always be consistent</i>).
7	I can correctly join my handwriting and control the size of my capital and lower case letters.
8	I can use coordinating conjunctions (FANBOYS).
9	I can use subordinating conjunctions, e.g. when, if .
10	I can use adjectives and adverbs to add detail.
11	I can use some expanded noun phrases
12	I can use prepositions to add detail.
13	I can use adverbials (time, manner, place).
14	I can use interesting and ambitious vocabulary, e.g. powerful verbs to interest the reader.
15	I can organise my writing into simple paragraphs.
16	I can vary the length of my sentences and my sentence structure to interest the reader (vary openers, questions, speech).
17	I can match my writing to its purpose (e.g. diaries, accounts, letters, openings and endings).

18	I can create simple settings, characters and a basic plot in narratives.
19	I can use some organisational devices in non-fiction writing, e.g. headings, subheadings.
20	I can add interest to my writing in different ways, e.g. humour, atmosphere, tension.
21	I can write in the first, second and third person.
22	I can use the present and past tenses correctly.
23	I can use words to make my ideas and events flow (e.g. last time, also, after, then, soon, at last, and another thing).
24	I can spell some words from the Y3/4 word list.
25	I can use phonics to try to spell more difficult words.
26	I can proofread, edit and improve my work.

Year 4	Non-negotiables
Reading: Word Recognition	● Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ● Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
Reading: Comprehension	● Know which books to select for specific purposes, especially in relation to science, history and geography learning. ● Use dictionaries to check the meaning of unfamiliar words. ● Discuss and record words and phrases that writers use to engage and impact on the reader. ● Know and recognise some of the literary conventions in text types covered. ● Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. ● Explain the meaning of words in context. ● Ask questions to improve understanding of a text. ● Infer meanings and begin to justify them with evidence from the text. ● Predict what might happen from details stated and deduced information. ● Identify how the writer has used precise word choices for effect to impact on the reader. ● Identify some text type organisational features, e.g. narrative, explanation, persuasion. ● Retrieve and record information from non-fiction. ● Make connections with prior knowledge and experience. ● Begin to build on others' ideas and opinions about a text in discussion. ● Explain why text types are organised in a certain way.
Reading: Exceeding	● Locate and use information from a range of sources, both fiction and non-fiction. ● Compare fictional accounts in historical novels with the factual account. ● Appreciate the bias in persuasive writing, including articles and advertisements. ● Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. ● Use inference and deduction to work out the characteristics of different people from a story. ● Compare the language in older texts with modern standard English (spelling, punctuation and vocabulary). ● Skim, scan and organise non-fiction information under different headings. ● Refer to the text to support predictions and opinions. ● Recognise complex sentences.

	● Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.
Writing: Handwriting	● Use the diagonal and horizontal strokes that are needed to join letters. ● Improve handwriting so it is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
Writing: Punctuation and Grammar	● Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'). ● Use fronted adverbials (e.g. <u>Later that day</u>, I heard the bad news). ● Use standard English forms for verb inflections instead of local spoken forms (we were, not we was). ● Use paragraphs to organise ideas around a theme. ● Choose appropriate pronouns and nouns within and across sentences to aid cohesion and avoid repetition. <u>Punctuation</u> ● Use inverted commas and other punctuation to indicate direct speech. ● Use apostrophes to mark plural possession. ● Understand the grammatical difference between plural and possessive. ● Use commas after fronted adverbials.
Writing: Spelling	● Spell words with prefixes and suffixes and add them to root words, e.g. ation, ous, ion, ian. ● Recognise and spell homophones, e.g. accept and except, whose and who's. ● Use the first two or three letters of a word to check a spelling in a dictionary. ● Spell the commonly mis-spelt words from the Y3/4 word list. ●
Writing: Composition	● Compose sentences using a range of sentence structures. ● Orally rehearse a sentence or a sequence of sentences. ● Write a narrative with a clear structure, setting and plot. ● Use a range of sentences which have more than one clause. ● Improve writing by changing grammar and vocabulary to improve consistency. ● Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. ● Use fronted adverbials, e.g. 'Later that day, I went shopping.'

	● Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases, e.g. 'The strict teacher with curly hair.' ● Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; use commas after fronted adverbials. ● Compose sentences using a wider range of structures, linked to the grammar objectives. ● Write in paragraphs.
Writing: Exceeding	● Carry out a little research to find words that are specific to the event being written about. ● Check to see if there are any sentences that can be re-organised so as to give writing a greater impact. ● Consciously use short sentences to speed up action sequences. ● Use dialogue and reactions from other characters to make a character interesting. ● Recognise when a simile may generate more impact than a metaphor, and vice versa. ● Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality. ● Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters being described. ● Know how to re-order sentences so that they create maximum effect. ● Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural. ● Use commas or ellipses in order to create greater clarity and effect in my writing.

Year 4 Writing Grade Sheet

	Targets	
	I can write for a range of purposes and audiences (genre).	
1	I can develop and extend my ideas in sensible, ordered sentences so that they make sense (<i>may be too detailed or brief</i>).	
2	I can structure and organise my work clearly (beginning, middle and end; letter; dialogue structure).	
3	I can use legible, joined handwriting.	
4	I can adapt my writing for the audience (providing information about characters, settings or by making a series of points).	
5	I can use adjectives (words that describe the noun , e.g. ancient, enormous, dilapidated).	
6	I can use expanded noun phrases, e.g. The strict teacher with curly hair . The strict, kind teacher.	
7	*I can use interesting and ambitious words in my writing (not always correct).	
8	I can include adverbs (words that describe the verb, e.g. slowly, quickly, cautiously, anxiously).	
9	I can use co-ordinating (FANBOYS) to extend my sentences and join points and ideas.	
10	I can use subordinating conjunctions to extend sentences (so that a sentence has more than one clause) and make them interesting, e.g. when, if, although .	
11	*I can use a range of sentence structures, e.g. vary sentence length, use exciting sentence openers (start with a fronted adverbial, adverb, speech, conjunctions etc).	
12	I can use appropriate nouns and pronouns so my writing makes sense and to avoid repetition (e.g. he, she, it, they).	
14	*I can give my reader more information about characters and describe settings, feelings and emotions, etc.	
15	*I can include detail to give opinions, interest or humour - figurative language- similes, metaphors, rhetorical questions, show not tell.	
16	I can use punctuation correctly <i>most of the time</i> .	Capital letters
17		Full stops
18		Question marks

19		Exclamation marks
20	I can use a wider range of punctuation correctly some of the time.	Inverted commas for speech
21		Commas
22		*Brackets
23		Apostrophes for possession
24	I can use phonic methods to spell simple words (CVC <i>accurate</i>).	
25	I can spell the commonly misspelt words for the Y3/4 word list.	
26	I can spell some common exception words. (*Many)	
27	I can spell some words with contractions (I'm, don't, can't).	
28	I can proofread, edit and improve my work.	

Year 5	Non-negotiables
Reading: Word Recognition	● Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ● Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. ● Re-read and read ahead to check for meaning.
Reading: Comprehension	● Become familiar with and talk about a wide range of books, including myths, legends, traditional stories and books from other cultures and traditions, and know their features. ● Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. ● Identify significant ideas, events and characters, and discuss their significance. ● Learn poems by heart, e.g. narrative verse, haiku. ● Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone, volume and action. ● Use meaning-seeking strategies to explore the meaning of words in context. ● Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. ● Identify and comment on writer's use of language for effect, e.g. precisely chosen adjectives, similes and personification. ● Identify grammatical features used by the writer – rhetorical questions, varied sentence lengths, varied sentence starters – to impact on the reader. ● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. ● Justify inferences with evidence from the text. ● Make predictions from what has been read. ● Summarise the main ideas drawn from a text. ● Identify the effect of the context on a text, e.g. historical or other cultures. ● Identify how language, structure and presentation contribute to the meaning of a text. ● Express a personal point of view about a text, giving reasons. ● Make connections between other similar texts, prior knowledge and experience. ● Compare different versions of texts and talk about their differences and similarities. ● Listen to and build on others' ideas and opinions about a text. ● Present an oral overview or summary of a text. ● Present the author's viewpoint of a text. ● Present a personal point of view based on what has been read. ● Listen to others' personal point of view. ● Explain a personal point of view and give reasons. ● Know the difference between fact and opinion.

	● Use knowledge of structure of text type to find key information. ● Use text marking to identify key information in a text. ● Make notes from text marking.
Reading: Exceeding	● Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. ● Adapt own opinion in the light of further reading or others' ideas. ● Identify formal and informal language. ● Know the features of different narrative text types, e.g. adventure, fantasy, myths. ● Compare texts by the same writer. ● Compare texts by different writers on the same topic. ● Summarise key information from different texts. ● Empathise with different characters' points of view. ● Infer meaning using evidence from the text, wider reading and personal experience. ● Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader. ● Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. ● Know how the way a text is organised supports the purpose of the writing. ● Use scanning and text marking to find and identify key information.
Writing: Handwriting	● Write legibly, fluently and with increasing speed. ● Choose the style of handwriting to use when given a choice. ● Choose the writing implement that is best suited for a specific task.
Writing: Punctuation and Grammar	● Use modal verbs and adverbs to indicate degrees of possibility. ● Use relative clauses beginning <i>with who, which, where, when, whose, why, that</i> or with an implied (i.e. omitted) relative pronoun. ● Use of the passive voice to affect the presentation of information in a sentence. ● Know the difference between structures typical of informal speech, and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as 'I were'). ● Link ideas across paragraphs using a wider range of cohesive devices, repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipses. ● Layout devices such as headings, sub-headings, columns, bullets and tables to structure text. <u>Punctuation</u> ● Use commas to clarify meaning. ● Use brackets, dashes or commas to indicate parenthesis.

	● Use semi-colons, colons and dashes to mark the boundary between independent clauses. ● Use colons to introduce a list and semi-colon within lists. ● Punctuate bullet points to list information. ● Understand how hyphens can be used to avoid ambiguity.
Writing: Spelling	● Form verbs with prefixes. ● Convert nouns or adjectives into verbs by adding a suffix, e.g. ate, ise, ify. ● Understand the rules for adding prefixes and suffixes. ● Spell words with silent letters, e.g. knight, psalm, solemn. ● Distinguish between homophones and other words which are often confused. ● Spell the commonly mis-spelt words from the Y5/6 word list. ● Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. ● Use a thesaurus. ● Use a range of spelling strategies.
Writing: Composition	● Discuss the audience and purpose of the writing. ● Use the correct features and sentence structure, matched to the text type. ● Start sentences in different ways. ● Use sentence starters to highlight the main idea. ● Develop characters through action and dialogue. ● Establish a viewpoint as the writer through commenting on characters and events. ● Use grammar and vocabulary to create an impact on the reader. ● Use stylistic devices to create effects in writing. ● Add well-chosen detail to interest the reader. ● Summarise a paragraph or event. ● Organise writing into paragraphs to show different information or events. ● Use cohesive devices (e.g. connecting adverbs and adverbials) to link ideas within paragraphs. ● Ensure the consistent and correct use of tense throughout a piece of writing. ● Ensure correct subject and verb agreement when using singular and plural. ● Proof-read my writing for spelling and punctuation errors.
Writing: Exceeding	● Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events. ● Use changes in time and place to guide the reader through the text. ● Use paragraphs to organise information logically and shape a non-fiction text effectively. ● Sustain and develop ideas within a paragraph, introducing it with a topic sentence. ● Close text with reference to its opening.

	• Re-order sentences to create impact on the reader. • Use expanded noun phrases to add well thought out detail to writing. • Use punctuation to clarify meaning of sentences, e.g. commas to mark phrases and clauses. • Use dialogue effectively and punctuate it accurately.
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Year 5 Writing Grade Sheet

	Targets	
	I can write for a range of purposes and audiences (genre).	
1	I can write in a lively style, which is organised and makes sense.	
2	I can adapt my writing for the audience (providing information about characters, settings or by making a series of points).	
3	I can use coordinating conjunctions FANBOYS .	
4	I can use subordinating conjunctions to add a subordinate clause (e.g I felt better when,... If you open that door,...).	
5	I can use a relative clause, separated by a pair of commas (e.g. 'The little, old man, who lived on the hill, ...'; '...by the lady, who taught me the guitar,...' ;	
6	I can produce thoughtful, considered writing (using my plans).	
7	I can start sentences in different ways.	
8	I can use paragraphs to organise ideas.	
9	I can select from a range of known adventurous vocabulary in my writing.	
10	I can use interesting and ambitious vocabulary in my writing (<i>sometimes inaccurate</i>).	
11	I can use punctuation correctly <i>most</i> of the time.	Capital letters
12		Full stops
13		Question marks
14		Exclamation marks
15		Commas for lists
16		Apostrophes for contraction
17		Apostrophes for possession

18	Inverted commas for speech
19	I can use a wider range of punctuation e.g. commas, brackets, dashes (<i>may not always be accurate</i>).
20	I can use adjectives and adverbs to add detail and interest.
21	I can use tenses and different verb forms <i>mostly accurately</i> (nouns and verbs generally agree, e.g. I, he, she, it was... They, we, you, the children were...).
22	I can use nouns and pronouns.
23	I can use modal verbs to show possibility or necessity (e.g. must, can, could, should, may, might).
24	I can use cohesive devices within and across sentences and paragraphs (e.g. afterwards, before, also, after a while, eventually).
25	I can spell <i>most</i> of the Y3 & 4 words correctly.
26	I can spell <i>some</i> of the Y5 & 6 words correctly.
27	I can use legible, joined handwriting.
28	I can use literary features to create effect (e.g. alliteration, onomatopoeia, similes, metaphors, personification, dialect).
29	I can develop ideas in interesting and creative ways.
30	I can proofread, edit and improve my work.

Year 6	Non-negotiables
Reading: Word Recognition	● Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. ● Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ● Use combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arach<u>n</u>oph<u>o</u>bia, aud<u>i</u>ence. ● Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. ● Read fluently, using punctuation to inform meaning.
Reading: Comprehension	● Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ● Read books that are structured in different ways. ● Recognise texts that contain features from more than one text type. ● Consider and evaluate how effectively texts are structured and laid out. ● Read non-fiction texts to support other curriculum areas. ● Read closely to ensure understanding. ● Recommend books that have been read, giving reasons for choices. ● Identify and discuss themes in a range of writing and across longer texts. ● Identify and discuss the conventions of different text types. ● Identify key points in an appropriate text. ● Learn a range of poetry by heart, e.g. narrative verse, sonnet. ● Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. ● Identify and comment on writer's choice of vocabulary, giving examples and explanation. ● Identify and explain how writers use grammatical features for effect, e.g. the use of short sentences to build tension. ● Show awareness of writers' craft by commenting on use of language, grammatical features and structure of texts. ● Express a personal point of view about a text, giving reasons linked to evidence from texts. ● Raise queries about texts. ● Make connections between other similar texts, prior knowledge and experience and explain the links. ● Compare different versions of texts and explain the differences and similarities. ● Listen to others' ideas and opinions about a text. ● Build on others' ideas and opinions about a text in discussion. ● Explain and comment on explicit and implicit points of view. ● Summarise key information from different parts of a text. ● Recognise the writer's point of view and discuss it. ● Present a personal point of view based on what has been read. ● Present a counter-argument in response to others' points of view. ● Provide reasoned justifications for their views.

	● Refer to the text to support opinion. ● Distinguish between statements of fact and opinion. ● Find information using skimming to establish main idea. ● Use scanning to find specific information.
Reading: Exceeding	● Comment on and explain the structural devices used to organise a text. ● Read several texts on the same topic to find and compare information. ● Explain the main purpose of a text and summarise it succinctly. ● Draw inferences from subtle clues across a complete text ● Recognise the impact of the social, historical, cultural influences on the themes in a text. ● Comment on the development of themes in longer novels. ● Compare and contrast the styles of different writers with evidence and explanation. ● Evaluate the styles of different writers with evidence and explanation. ● Prepare poems and plays to read aloud and to perform using body language, tone, pitch and volume to engage the audience. ● Compare and contrast the language used in two different texts. ● Identify the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes. ● Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes. ● Identify how writers manipulate grammatical features for effect. ● Analyse why writers make specific vocabulary choices. ● Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them. ● Explain how and why a text has impact on a reader. ● Identify how characters change during the events of a longer novel. ● Explain the key features, themes and characters across a text. ● Compare and contrast characters, themes and structure in texts by the same and different writers. ● Explain the author's viewpoint in a text and present an alternative point of view. ● Explain an opinion, referring to the text to justify it: consider point, evidence and explanation. ● Present a counter-argument in response to others' points of view using evidence from the text and explanation. ● Use a combination of skimming, scanning and text marking to find and collate information. ● Re-present collated information.
Writing: Handwriting	● Write legibly, fluently and with increasing speed. ● Choose the style of handwriting to use when given a choice. ● Choose the handwriting that is best suited for a specific task.

Writing: Punctuation and Grammar	● Link ideas across paragraphs using a wider range of cohesive devices such as repetition adverbials and conjunctive adverbs. ● Use of the passive voice to affect the presentation of information in a sentence. ● Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech and writing, including the subjunctive. ● Use expanded noun phrases to convey complicated information concisely. ● Link ideas across paragraphs using a wider range of cohesive devices, repetition of words or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipses. ● Use layout devices such as headings, sub-headings, columns, bullets and tables to structure text. <u>Punctuation</u> ● Use commas to mark phrases and clauses. ● Use semi-colons, colons and dashes to mark the boundary between independent clauses. ● Use the colon to introduce a list and semi-colon within lists. ● Punctuate bullet points to list information. ● Use hyphens to avoid ambiguity.
Writing: Spelling	● Convert verbs into nouns by adding a suffix. ● Distinguish between homophones and other words which are often confused. ● Spell the commonly mis-spelt words from the Y5/6 word list. ● Understand that the spelling of some words needs to be learned specifically. ● Use any dictionary or thesaurus. ● Use a range of spelling strategies.
Writing: Composition	● Identify the audience for and purpose of the writing. ● Choose the appropriate form and register for the audience and purpose of the writing. ● Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. ● Use a range of sentence starters to create specific effects. ● Use developed noun phrases to add detail to sentences. ● Use the passive voice to present information with a different emphasis. ● Sustain and develop ideas logically in narrative and non-narrative writing. ● Use character, dialogue and action to advance events in narrative writing. ● Summarise a text, conveying key information in writing.

	● Vary sentence structure depending whether formal or informal. ● Write in paragraphs which can clearly signal a change in subject, time, place or event.
Writing: Exceeding	● Choose the appropriate style and form for the purpose and audience of my writing. ● Use techniques to engage the reader, e.g. personal comments, opening hook, flashback. ● Write paragraphs with a clear focus, different structures and lengths. ● Link ideas within and between paragraphs with a range of cohesive devices, e.g. connecting adverbs/adverbials, use of pronouns. ● Use different sentence structures and length to suit the purpose and audience of my writing. ● Use a range of sentence types for impact and specific effect on the reader. ● Control complex sentences, manipulating the clauses to achieve specific effects. ● Use punctuation effectively to convey and clarify meaning, including colon and semi-colon. ● Make precise and specific word choices according to the text type and audience. ● Summarise longer texts precisely, identifying the key information. ● Use the passive voice confidently, e.g. to create suspense, in a science investigation or historical or geographical report. ● Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

Year 6 Writing Grade Sheet

	Targets	
	I can write for a range of purposes and audiences (genre).	
1	I can produce writing which is varied, interesting and thoughtful.	
2	I can select vocabulary and grammatical structures that reflect the level of formality required (e.g. conversational, colloquial, dialectic, standard English, persuasive techniques).	
3	I can use a range of imaginative and ambitious vocabulary correctly.	
4	In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, subheadings, bullet points).	
5	I can use paragraphs consistently and appropriately.	
6	I can use verbs tenses consistently and correctly.	
7	I can use pronouns appropriately to avoid repetition (e.g. that, these, those, it).	
8	I can use complex sentences appropriately.	
9	I can use the passive voice for variety and to change focus (e.g. 'the cake was eaten by the child,' instead of, 'the child ate the cake.').	
10	I can use modal verbs to show possibility or necessity (e.g. must, can, could, should, may, might).	
11	In narratives, I can use contractions in dialogue (e.g. didn't, could've).	
12	I can use a range of punctuation correctly <i>most</i> of the time.	Question marks
		Exclamation marks
		Apostrophes
		Inverted commas
		Commas
		Punctuation for parenthesis
		Semi-colons
		Dashes
		Colons
		Hyphens

13	I can vary sentence length and word order confidently to sustain the reader's interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').
14	I can use a range of cohesive devices (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
15	I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.
16	I can use literary features to create effect (e.g. alliteration, onomatopoeia, similes, metaphors, personification, dialect).
17	In narratives, I can describe settings, characters and atmosphere.
18	I can integrate dialogue in narratives to convey character and advance the action.
19	I can spell <i>most</i> of the Y5 & 6 words correctly and use a dictionary to check the spelling of more ambitious vocabulary.
20	I can maintain legibility, fluency and speed in handwriting.
21	I can proofread, edit and improve my work.

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English Vision - Reading

Intent

Our intent is to promote high standards of language and literacy by developing pupils' love of literature through widespread reading for enjoyment, which will lead to a strong command of spoken and written language. We believe that sound English skills are essential for progress across the curriculum and to prepare pupils effectively for the tasks

of adult life. We teach a reading to writing curriculum with oracy at its core. Reading is a priority throughout the curriculum at Knowsley Junior School and all stakeholders realise its importance. Every decision regarding reading is made with the best interests of our pupils in mind. Teaching and learning is adapted for SEND pupils and our end goal is to ensure that every child is a fluent reader, regardless of starting points.

All staff members have a responsibility to develop pupils' competence in reading, and speaking and listening in their own subjects, and to ensure that pupils become competent users of language, can access the curriculum effectively and achieve their potential. Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential. We aim to instil in pupils a passion for reading, which they will carry into subsequent education and their later life.

To support pupils in reading, we purchased the Little Wandle scheme after thorough research was carried out, in conjunction with the English Hub and other partners.

Rationale for Little Wandle Scheme:

- Linked to Letters and Sounds and provides children with continuity from Springhead Infant School.
- DFE validated (follows SSP - systematic synthetic phonics).
- Hi-Lo (high interest - low ability).
- All staff have completed the online CPD provided by Little Wandle.

Little Wandle Phonics	• Aimed at age 7+. Most suitable for Y3-4 emerging readers or Y5-6 SEND who may struggle with basic comprehension.
Little Wandle Fluency	• Designed to progressively increase reading speed (which builds fluency, leading to improved comprehension). • Can be given as an individual reading book to take home for Y3/4 (or Y5/6 SEND, EAL, NA) who need to build fluency or may struggle with basic comprehension.
Additional: Barrington Stoke Range	• Hi-Lo, dyslexia friendly. Real books, edited to ensure a smoother read (that still challenges), short chapters, attractive illustrations and attractive covers to engage children, free from stigma. • Wide range of chapter books. Lots of topic-related titles, and books aimed at all interests and genders, poetry, fiction and nonfiction, with an interest age up to 11+. • Y5/6 who need to build fluency and comprehension skills. • SEND, EAL, NA children who have progressed beyond the Little Wandle Fluency books and are able to read independently but still need support and encouragement.

Planning

Planning of the reading curriculum is focussed on promoting high standards of language and literacy, by equipping pupils with a strong command of the spoken and written language. At Knowsley Junior School, we aim to develop a love of literature through widespread reading for enjoyment - in order to achieve this, our aim is that all children are able to read easily, fluently and with good understanding.

The school creates long-term, medium-term, and short-term plans for the implementation of the reading curriculum:

- Long-term - including the topics studied in each term during the key stage, suggested texts and genre coverage.
- Medium-term: including the details of areas studied during each unit.
- Short-term: includes the details of areas studied during each lesson.

The subject leader and curriculum coordinator are responsible for reviewing and updating long-term plans, and communicating these to teachers. Teachers are then responsible for reviewing and updating medium and short-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The subject leader is responsible for:

- Ensuring staff are familiar with the Reading Policy document.
- Reviewing changes to the National Curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of reading, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in reading.
- Organising the deployment of resources and carrying out an annual audit of related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding writing skills.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of reading to other curriculum areas, including cross-curricular and extra-curricular activities.
- Alongside the Headteacher and SLT, evaluating assessment data and setting new priorities for the development of reading in subsequent years.
- Supporting parents/carers with the teaching of reading.

Classroom teachers are responsible for:

- Ensuring progression of pupils' reading skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Supporting and guiding TAs (and volunteers) to effectively teach reading.
- Monitoring the progress of pupils in their class and reporting this at parents' evenings, Progress Night, through annual school reports, and on an ad hoc basis, where necessary.

- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach reading.
- Supporting parents/carers with the teaching of reading.
- Identifying and removing barriers to learning.

The special educational needs and disabilities coordinator (SENDCo) is responsible for:

- Organising and providing training for staff regarding the reading curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of reading objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.
- Supporting parents/carers with the teaching of reading.
- Identifying and removing barriers to learning.

Core texts are carefully selected by the English and curriculum coordinators, in consultation with class teachers. A number of factors are taken into consideration when selecting reading material:

- topic-related subjects - core texts link directly to termly topics, encouraging pupils to make connections across different areas of learning.
- variety in genres and themes - texts are chosen from a range of genres, covering diverse themes which encourage discussion and the development of higher order thinking skills.
- increasing complexity - reading material becomes gradually more complex throughout KS2, in terms of vocabulary, sentence structure, and ideas to help pupils build their fluency and comprehension skills.
- age-appropriate content - texts are appropriate for the pupils' age and maturity, balancing challenge with relevance to their lives and experiences.
- depth of text - texts, especially those selected for book club, are chosen for their deeper meaning and themes that spark discussion and invite critical thinking.
- diverse authors - a range of authors exposes pupils to different writing styles, viewpoints and cultures.

Implementation

All pupils within KS2 are taught reading in line with the requirements of the English national curriculum. The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- Word reading

- Comprehension (both listening and reading)

Knowsley Junior School prioritises a love of literacy; we teach a reading to writing curriculum with oracy at its core:

- We observe national events, such as World Book Day in order to help instil a passion in reading.
- Pupils have access to a wide range of books from the school and class libraries.
- Pupils are encouraged to join their local public libraries and become enthused by reading.
- We endeavour to remove barriers for deprived children by providing free access to our school school lending libraries (classroom fiction and whole school non fiction). We also use a reward system to encourage all children to visit regularly (Reading Challenge).
- Staff promote a love of reading and pupils are encouraged to read for pleasure:
 - Regular assemblies
 - Knowsley Reading Challenge
 - Summer Reading Challenge
 - Competitions
 - Book fairs
 - World Book Day
 - Birthday books
 - ERIC time
 - Let's talk about books
 - Storytime
 - Displays
 - Booklists for year groups, and parents (on website)
 - Book recommendations in the school library
 - Special book shelf in the entrance hall
- Daily ERIC time (Everyone Reading in Class) and regular storytime takes place across the school, promoting the love of reading.
- 1:1 Reading: in Y3 and 4, all pupils read regularly with an adult. The frequency of 1:1 reading time reduces as children become more confident, fluent readers.
- All children are encouraged to read aloud (carefully selected sentences/passages) in Book Club and reading sessions, in order to build confidence and monitor fluency.
- All pupils have a reading book to take home to read.
- SEND, EAL and new arrival pupils identified as needing support with phonics, access regular phonics interventions and also take home a book at the relevant phonic phase. As children progress beyond phase 5, they will access Hi/Lo (high interest/low ability) levelled fluency books.
- Staff provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff are aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular unit, topic or textbook.

Parents and Reading at Home

We believe that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating and sharing information with parents/carers: parent meetings, parent workshops, newsletters, leaflets and diaries/reading records.
- Pupils each have a book to read at home daily to further develop the skills they have learned during reading lessons, 1:1 and phonics reading sessions.
- Parents/carers are encouraged to make notes in the pupils' diaries about reading progress made at home, particularly in Y3 and 4.

The school libraries (class and whole school nonfiction lending library) contain an array of resources to support pupils' learning.

- Fiction reading books are available in class libraries.
- Topic-related non-fiction books are available in classrooms.
- The school lending library houses a wide variety of non-fiction titles.
- Available in the school library is the Barrington Stoke range (Hi/Lo, dyslexia friendly books for children who need additional support and rapid catch-up with reading).
- Banded phonics and levelled fluency books are stored in the Y3 corridor (Little Wandle Scheme).

Reading is taught:

- as a discrete lesson.
- as a whole class guided Book Club.
- as part of cross-curricular themes, when appropriate.
- on a one-to-one basis.
- as targeted interventions for children in need of rapid catch-up.

At Knowsley, our teaching of reading follows a research-based approach, influenced by Dr T V Rasinski. We value the importance of reading beyond lexicon, by prioritising reading fluency (appendix A). Fluency is the ability to read smoothly, accurately, and with expression. It is a critical component of literacy that influences comprehension, retention, and overall reading success - this has led to the rationale and development of Knowsley's Book Club lessons.

On entry to Knowsley Junior School, baseline reading tests and internal phonics screening (for identified children) are carried out. Children with gaps or those who cannot read are targeted for phonics interventions. We follow the six phases of the 'Letters and Sounds' framework for rapid catch-up. Pupils working below age related expectations, e.g. pupils with English as an additional language, new arrivals and pupils with SEND, will receive additional phonics interventions. This may continue throughout KS2. Once phases 1-5 have been completed, children develop their confidence, stamina and speed by working through levels 1-10 of our fluency scheme. The fluency scheme is then built on using our range of dyslexia friendly, Hi/Lo chapter books.

Comprehension skills are developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of fiction, poems and non-fiction texts. All pupils are encouraged to read a wide variety of texts and genres independently (through the annual Knowsley Reading Challenge and the Summer

Reading Challenge) to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Class teachers use a wide variety of high-quality texts and resources which model effective reading comprehension skills while demonstrating good practice.

During reading comprehension lessons, sufficient time is given for pupils to discuss, reflect on and revise their work. Teachers employ strategies and activities that enhance comprehension, focussing on skills and techniques such as:

- inference.
- summarising the text.
- developing questioning strategies.

In order to widen pupils' vocabulary and to improve understanding, class teachers employ the following methods:

- provision of key words and spelling lists.
- access to displays of key words linked to topics and subjects.
- practising the use of correct spoken grammar and vocabulary.
- encouraging the use of dictionaries and thesauruses.
- reading examples of text to explore vocabulary.
- providing feedback on written work.
- providing targeted, small group work and one-to-one support, where required.

The class teacher will ensure that the needs of all pupils are met by setting tasks which can have a variety of responses, providing resources of differing complexity, according to the ability of the pupils, setting tasks of varying difficulty, depending on individuals' abilities and utilising TAs to ensure that pupils are effectively supported. The class teacher arranges seating and structure groups to support learning for all pupils. This might involve pupils undertaking different tasks, such as:

- reading with the teacher.
- reading with a teaching assistant.
- reading independently.
- paired reading.
- a follow-up activity.

Impact

Through implementation of our robust reading offer, we expect that pupils will be able to read with age-appropriate fluency, use and understand a wide range of vocabulary and comprehend texts securely. The impact of reading success in our school is measured through the following:

- Pupils will be able to decode and recognise enough sight words at the end of their Key Stage 1 programme of study enabling them to read texts at their level confidently and fluently.

- Pupils of all abilities will be equipped to achieve success in all reading sessions.
- Pupils will enjoy reading across a range of genres.
- Once children have progressed through our chosen SSP programme, pupils will use a range of strategies for decoding words rather than relying solely on phonics.
- Pupils will have a good knowledge of a range of authors.
- Pupils will be able to transfer their phonic knowledge and reading ability to other subjects and use this in future education.
- Parents and carers will have a good understanding of how they can support their child when reading at home and contribute to their reading records.

See reading target sheets below.

In addition, for our non and emerging readers using the Little Wandle Rapid Catch Up scheme, there is ongoing assessment.

Children in Year 3 to 6 are assessed through:

- The Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- The Rapid Catch-up summative assessments to assess progress and inform teaching
- The Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

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Year 3 Reading Targets

	Year 3				
Decoding	1. I can read the words in books accurately. 2. I can use my decoding skills to say new words. 3. I can read longer texts independently and use my phonic knowledge to decode words. 4. I can understand what I have read.		Prediction and organisation of familiar texts	1. I can use non-fiction texts to look for information to complete tasks. 2. I can use contents, indexes and glossaries to locate information. 3. I can predict what might happen next. 4. I can read books that are structured in different ways. 5. I can read for a range of purposes. 6. I can identify themes in a wide range of books. 7. I can recognise some different forms of poetry [for example, free verse, narrative poetry].	
Fluency	1. I can read with expression. 2. I can recognise punctuation and understand how it affects meaning. 3. I can read and re-read and rehearse poems and plays for presentation and performance. 4. I can use different voices to show the mood or meaning in what I am reading.		Summarising	1. I am familiar with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally. 2. I can begin to understand simple themes in books. 3. I can identify and summarise the main ideas of a text. 4. I can identify the theme of a text.	
Retrieval	1. I can find and record information from non-fiction texts. 2. I can scan and mark text to find key information.		Vocabulary and Language	1. I can discuss vocabulary. 2. I can identify words that the author has used in the text and can begin to explain the author's intent. 3. I can understand the meaning and origin of words. 4. I can identify some text type language features. 5. I can explain the meaning of words in context. 6. I can use dictionaries to check the meaning of unfamiliar words.	
Inference	1. I can discuss and respond to the text. 2. I can infer and begin to justify my ideas with evidence from the text. 3. I can distinguish between fact and opinion. 4. I can use inference and deduction to work out the characteristics of different people in a story.		Love of Reading	1. I can listen to and build on others' ideas and opinions about a text. 2. I can explain my own ideas and opinions and give reasons for them.	

Year 4 Reading Targets

	Year 3				
Decoding	1. I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. 2. I can read further exception words that don't fit a pattern. 3. I can use my phonic knowledge and skills to read unfamiliar words. 4. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 5. I can read further exception words. 6. I can try to pronounce unfamiliar words drawing on my knowledge of similar looking words. 7. I can re-read and read ahead to look for clues to help me work out the meaning of a word.		Prediction and organisation of familiar texts	1. I can predict what might happen from details stated and implied. 2. I know and recognise some of the literary conventions in text types covered. 3. I understand and explain that narrative books are structured in different ways. 4. I know that non-fiction books are structured in different ways and I am able to use them effectively. 5. I can identify some text type organisational features 6. I can identify some text type language features. 7. I can explain why text types are organised in a certain way. 8. I can interpret information presented as a table or labeled diagram. 9. I can explain my predictions by referring to the text. 10. I recognise how the meaning of sentences is created by word order and punctuation.	
Fluency	1. I can prepare poems and play scripts to read aloud and perform. 2. I can show my understanding of words through my intonation, tone, volume and action. 3. I have an awareness of the listener and can use pauses, giving emphasis and keeping pace so as to entertain and maintain interest.		Summarising	1. I can identify main ideas drawn from more than 1 paragraph and summarize them. 2. I can evaluate specific texts with reference to text-types and comment on whether it follows the general rules (e.g. subheadings in an information text).	
Retrieval	1. I can extract information from the text. 2. I can make notes using quotes and referring to the text.		Vocabulary and Language	1. I can use dictionaries to check the meaning of words. 2. I can discuss words and phrases that capture the reader's interest and imagination. 3. I can identify how language, structure, and presentation contribute to meaning. 4. I can identify how a writer uses language and punctuation to convey character. 5. I can discuss and record words and phrases that writers use to engage and impact on the reader. 6. I know and recognise some of the literary conventions in text types covered (e.g. a hero in a quest story). 7. I can find and talk about how a writer uses vocabulary and grammatical features to create effects. 8. I can begin to consider how the language contributes to the organisation of a text. 9. I can identify the language used to create moods and build tension. 10. I can identify formal and informal language.	

Inference	1. I can understand what I read in books. 2. I can read independently. 3. I can check that the text makes sense. 4. I can discuss my understanding, and explain the meaning of words in context. 5. I can ask questions to improve my understanding of a text. 6. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying my thoughts with evidence.		Love of Reading	1. I can develop a positive attitude to reading 1. I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 2. I can participate in discussion about both books that are read to me and those they I can read for independently 3. I can take turns and listen to what others say. 4. I can orally retell some known stories. 5. I can prepare poems to be read aloud and to perform, showing understanding through intonation, tone, volume and action. - a.	
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Year 5 Reading Targets

	Year 5				
Decoding	1. I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. 2. I can accurately read individual words, which might be key to the meaning of a sentence or paragraph and improve my understanding.		Prediction and organisation of familiar texts	1. I can explain and comment on the structural devices used to organise a text. 2. I can identify and discuss themes and conventions in and across a wide range of writing. 3. I can identify how language, structure and presentation contribute to meaning. 4. I can predict what may happen from details stated and implied from across a text.	

Fluency	1. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.		Summarising	1. I can summarize the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. 2. I can explain how and why a text has an impact on a reader. 3. I can explain the main purpose of a paragraph / text and summarise it.	
Retrieval	1. I can retrieve, record and present information from non-fiction. 2. I can use a combination of skimming, scanning and text marking to find and collate information.		Vocabulary and Language	1. I can learn subject-specific vocabulary. 2. I can identify and explain how writers use grammatical features for effect.	
Inference	1. I can understand what I read in books. 2. I can read independently. 3. I can check that the text makes sense. 4. I can discuss my understanding and explain the meaning of words in context. 5. I can ask questions to improve my understanding of a text. 6. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying my thoughts. 7. I can distinguish between statements of fact and opinion. 8. I can discuss my understanding of what I have read.		Love of Reading	1. I can maintain positive attitudes to reading. 2. I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 3. I can recommend books I have read to my peers, giving reasons for their choices.	

Year 6 Reading Targets

	Year 6				
Decoding	1. I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. 2. I can accurately read individual words, which might be key to the meaning of a sentence or paragraph and improve my understanding.		Prediction and organisation of familiar texts	1. I can explain and comment on the structural devices used to organise a text. 2. I can identify and discuss themes and conventions in and across a wide range of writing. 3. I can identify how language, structure and presentation contribute to meaning. 4. I can predict what may happen from details stated and implied from across a text. 5. I can identify and discuss the conventions of different text types.	

Fluency	1. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.		Summarising	1. I can make comparisons within and across books. 2. I can provide reasoned justifications for my views. 3. I can compare and contrast the styles of different writers with evidence and explanation. 4. I can identify and discuss themes and conventions in and across a wide range of writing and longer texts.	
Retrieval	1. I can find relevant information and evidence from a range of texts. 2. I can select relevant quotations to support my own opinions.		Vocabulary and Language	1. I can understand differences in vocabulary choice and age-appropriate, academic vocabulary. 2. I can learn a wider range of poetry by heart. 3. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 4. I can use technical and other terms needed for discussing what I hear and read, such as metaphor, simile, analogy, imagery, style and effect. 5. I can identify and evaluate the impact of the grammatical features / techniques used to create mood, atmosphere and attitudes.	
Inference	1. I can understand what I read in books. 2. I can read independently. 3. I can check that the text makes sense. 4. I can discuss my understanding and explain the meaning of words in context. 5. I can ask questions to improve my understanding of a text. 6. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying my thoughts. 7. I can distinguish between statements of fact and opinion. 8. I can discuss my understanding of what I have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. 9. I can make connections between other similar texts, prior knowledge and experience and explain the links.		Love of Reading	1. I can maintain positive attitudes to reading. 2. I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 3. I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. 4. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views politely. 5. I can explain how and why a text has an impact on a reader.	

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Mathematics Vision

Intent

Our intent for mathematics is to teach a rich, balanced and progressive curriculum using maths to reason, problem solve and develop fluent conceptual understanding in each area. Our curriculum allows children to better make sense of the world around them by making connections between mathematics and everyday life. The structure of the mathematics curriculum (following White Rose) across school shows clear progression in line with age related expectations. Teaching curriculum content in blocks allows children to explore skills and knowledge in depth and gain a secure understanding of particular subject matter. Key knowledge and skills are also revisited regularly allowing repetition to embed learning. A concrete, pictorial, abstract approach provides children with a clear structure in which they can develop their depth of understanding of mathematical concepts. We aim to ensure that mathematics is a high profile subject which children view positively and with a 'Can do' attitude

Implementation

- Medium term planning has been provided to teachers, with a teaching sequence for each week, which allows for more preparation (following White Rose).
- Teachers differentiate each maths lesson, in order to include all children, and where possible, encourage children to choose the level of challenge for themselves.
- Deeper learning and greater depth is embedded into teacher's planning and teaching.
- Cross-curricular plans mean that maths can be seen in topic books and learning objectives. This ensures that children do not see maths in isolation.
- Arithmetic is delivered weekly throughout school, using the same format (Rising Stars scheme).
- We recognise that effective and quality feedback (both verbal and written) provides pupils with valuable information for next steps in learning. This is tracked by the maths coordinators and SLT, using book scrutinies.
- Teacher assessments, against age-related expectations, are used to track progression. Assessment weeks are used to form overall judgements about attainment and progress through a combination of formal tests (using Rising Stars scheme throughout school) and ongoing teacher assessments. Progress and attainment is recorded against national curriculum age-related expectations using a 7 point system.
- The PIVATs scheme is used for children who are working below their age-related expectations.

Impact

- Progress is measured through the consolidation of learning through greater depth and deeper learning. Children should be developing a breadth of knowledge and

deeper learning. They should also be able to apply skills throughout a range of contexts and do this confidently.

- Progress should also be measured in terms of a child's confidence in the subject, which is evident during formal and informal observations, and through the children's enthusiasm for the subject.
- Each term, teachers report on individual age-related expectations and progress based on their assessments.
- Progress is tracked through school using the starting points of both KS1 SATs and a Year 3 standardised baseline assessment, which is validated by an external assessor.
- Data is analysed by the maths coordinator, who reports on the progress of individual pupils, as well as vulnerable groups and groups of children identified in the SDP.
- Analyses of assessments are shared with individual teachers, year groups and SLT.
- Children, who are working below the age-related expectations for their year group, are assessed using PIVATS, which is also used to set targets. The SENDCo regularly tracks the progress of all children with SEND.
- Moderation in year groups is effective because % is broadly in line.
- Moderation externally with other schools show our measures to be robust

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Our Science Vision

Intent

Our science curriculum aims to develop children's knowledge and understanding of the world around them through high-quality, engaging learning experiences. It builds essential scientific knowledge and working scientifically skills, encouraging curiosity, questioning, and a sense of wonder about natural phenomena. Science is taught through exciting, well-sequenced topics that inspire pupils and help them make sense of the world. Our curriculum consolidates and extends learning from KS1, with a strong emphasis on practical investigation, fair testing and the use of scientific vocabulary. Children learn about significant scientists and how scientific ideas have developed over time.

Implementation

- Our Science curriculum follows the National Curriculum programme of study which develops the statutory requirements for each year group. Our curriculum is mapped from Year 3 through to Year 6, showing the progression and sequencing of objectives taught in each topic.
- Sequenced lessons, within each topic, build on prior knowledge so that both practical skills and knowledge can be applied to future learning.
- Both male and female scientists or inventors, linked to the topic, is explored concentrating on their contributions to the development of STEM.
- Science is taught weekly through both practical and knowledge based activities. Children are provided with opportunities to ask questions, problem solve and form conclusions. Science is often developed through other subjects, providing children with the opportunity to present their findings in different ways. Clear links to real life examples are made where necessary so that children are able to associate their learning to the world around them. Adapted learning allows children to access learning of all ages and abilities.
- Working scientifically is a key focus embedded within lessons; these skills ensure children become scientists and are motivated and have a positive attitude towards any learning in science.
- A love of Science is encouraged through practical lessons, scientific assemblies, Mad Science Club and a Roundabout Day during National Science Week.
- Children are regularly assessed to monitor progress and attainment, identify gaps in learning and support future planning. Subject specific skills and understanding are assessed through a variety of methods such as writing and verbal explanations from the children.
- A school Science display provides children with information about local places to visit, current news, a Scientist of the month and an explanation of real life science examples.

Year 3 begin with Developing our Science Skills before moving into the topics Moving and Growing and Light and Shadows. Children learn about nutrition, skeletons and muscles, the need for light to see, how shadows are formed and patterns in shadow size. In the

spring term, they study Forces and Magnets, comparing movement on surfaces, magnetic and non-magnetic materials and magnetic poles. In the summer term, the focus is Rocks and Soils and Helping Plants Grow Well, where children compare rocks and fossils, learn how soil and fossils form, explore plant parts and functions, and investigate what plants need to grow.

Year 4 also start with Developing our Science Skills, Teeth and Eating, Habitats and States of Matter. They learn about the digestive system, teeth functions, food chains, grouping living things, and changes of state including evaporation and condensation. In the spring term, they study Sound, exploring how sounds are made by vibrations, pitch, volume, and how sound travels. In the summer term, they cover Electricity, constructing simple circuits, identifying components, and learning about conductors and insulators.

Year 5 continue to develop their Science Skills, Healthy Eating and Digestion and Earth and Space. Children identify organs and the digestive system while learning about the solar system, planets, the moon, day and night and seasons. In the spring term, they study Forces and Properties and Changes of Materials, investigating gravity, friction, air and water resistance, reversible and irreversible changes, and separating mixtures. In the summer term, the topics are Life Cycles and Animals including Humans, covering plant and animal life cycles, human development, and milestones from conception to death.

Year 6 consolidate their Science Skills, Keeping Healthy and Light. They learn about the circulatory system, the impact of diet and lifestyle, how light travels in straight lines, reflection and shadows. In the spring term, they study Evolution and Inheritance, exploring traits, adaptations, fossils, natural selection and selective breeding. In the summer term, they cover Electricity and Micro Organisms, investigating circuit components, brightness and volume in circuits, and classifying living things including microorganisms.

Throughout all topics, children develop their 'working scientifically' skills - planning enquiries, making predictions, setting up fair tests, recording data, drawing conclusions, and evaluating. Learning is recorded to a high standard in books, where teachers integrate literacy and mathematical skills. Pupils are frequently challenged to deepen their scientific thinking and use increasingly precise scientific language.

Impact

Science is assessed every term using the foundation assessments, which identify children working at, above, or below age-related expectations and informs teacher planning. Progress in science is measured by children's growing ability to work scientifically, their deepening understanding of key concepts and their confidence in using scientific vocabulary and evidence to explain ideas. As children move through the school, their investigations become more complex, they take greater ownership of planning and evaluating enquiries and they become increasingly able to make links across topics and apply their knowledge to new situations.

Impact

The impact of our approach at Knowsley is that children enjoy science. They are eager and excited about the world around them and develop a natural curiosity through the explorative and first hand experiences they undertake. Children develop an understanding of how science has changed our lives and how it continues to do so. They have an awareness of a range of potential careers that are underpinned by a sound scientific knowledge.

At Knowsley, children develop an extensive scientific vocabulary, which they can use to explain and make sense of scientific concepts. Children acquire investigative skills, which allow them to find out and explore things for themselves. Thus resulting in children who want to enquire and discover, have a love of learning and want to achieve and be successful within STEM in later life.

Teachers assess children through observations, written work, practical experiments and verbal discussions; these allow for an in-depth assessment of pupils' scientific knowledge. Pupil focus groups, with children across school, ensure pupil voice is heard. Cluster meetings with other schools also support the development of science within school. These inform future areas for improvement and the impact of new initiatives in school.

How we know that progress is being made

- Each term, teachers report on attainment using statements from the National Curriculum. This data is analysed by the subject lead to ensure all children make progress.
- Science books and practical work are regularly scrutinised by leaders and the subject lead to check that progress is evident in both knowledge and skills.
- Lesson observations and pupil discussions show increasing complexity and independence in scientific thinking as children move through year groups.
- High achievers are identified and supported to ensure they continue to make strong progress.

Children leave Knowsley Junior School as confident, curious scientists who can think critically and communicate their ideas clearly.

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Our Geography Vision

Intent

Our geography curriculum aims to deepen knowledge and understanding about our local environment and the wider world as well as encouraging the gaining of essential geographical skills and knowledge to be used with a variety of resources. Geography is taught through a variety of well-planned, exciting topics which enables the pupils to feel inspired and fascinated about the world in which they live. Our curriculum aims to consolidate and extend learning attained in KS1.

Implementation

Year 3 begin by locating the counties of Great Britain and discovering where evidence of Ancient Britain was found. Children also locate Stonehenge, discuss how it may have been built and identify how the changes in use of natural resources affected the development of ancient Britain.

In the spring term, children move on to discover what life was like in Ancient Greece, gaining an understanding of Greece's geography and consider its position and resulting influence over surrounding areas.

During the summer term, year 3 take a greater look at the natural world in the topic of What is under our feet? Children learn about the structure of the Earth, where and why volcanoes form, how soil and fossils are made and how the three types of rocks are formed during the rock cycle.

Year 4 begin with the topic of Waterworld where they look at the importance of the water cycle and the impact of rainfall on the environment. Children also look at different methods of irrigation, the significance of cliff erosion and the distinctive features of river systems. Children use their gained understanding to then look at culturally significant rivers from across the globe and also identify the human impact on coral reef systems.

In the spring term, children begin the topic of Invaders and Settlers and use maps of Britain to identify where it was invaded and where the invaders originated from. Children focus their attention on the expanding Roman Empire and identify the reasons for its expansion and how Rome benefited from it, such as natural resource acquisition. Children move on to investigate what is located in the Castleshaw Valley and discover what still remains from the Roman fort. As the children progress through the timeline of Britain's invaders, children learn more about the Anglo Saxons and Vikings, where they came from, where they settled and why they settled in Britain

In the summer term, Children begin the topic of To Russia with Love using maps to locate Russia and identify its physical and human features. Children then investigate the climate of Russia and also compare and contrast the key localities of Moscow and Manchester.

In the spring term, children locate the earliest civilisations and identify the key physical features which led to each civilisation establishing themselves in their chosen locality. Children look at the river Nile in depth to understand the importance of its

physical features to the ancient Egyptians and how they used the river to build and strengthen their civilisation. The valley of the kings and pyramids are then identified and located using maps to understand the significance of their construction and why they were built in that location.

In the summer term, children begin the topic of USA by identifying the continent of North America and its countries, before focusing on the 50 states of the USA. Children research the many different tribes of the Native Americans, where they were located, how they lived and how they used the various natural resources around them. The climate and physical features of the USA are also looked at and researched which is then compared with that of the UK.

In the spring and summer terms, **Year 6** children locate where the Maya established their civilisation and identify the key human and physical features of South America. They identify factors for population change, investigate the impact of human geography on the region of South America and identify similarities and differences in geography between Brazil and the UK.

Much of the child's learning is displayed in topic books, where work is produced to a very high standard and where teachers are able to advance literacy and mathematical skills alongside the teaching of geography.

Throughout topics, pupils are taught locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork and are often challenged further on their geographical understanding helping them to grow as a geographer either during or after their lessons.

Impact

Geography is assessed every term using the foundation assessment proforma which identifies those working at age related expectations, those exceeding expectations and those working below. It also informs next steps for teachers should an area of weakness/concern be identified.

Progress measures in geography are about the ability to consolidate the fundamental attributes of being a geographer. In addition to that, it assesses deepening learning and understanding of the interaction between physical and human processes, as well as becoming increasingly confident utilising geographical skills, using a variety of resources such as: maps, atlases, globes and digital computer mapping.

As children move through each year group their outcomes will increase in complexity and level of challenge and they will become more confident measuring, recording and presenting data in a variety of ways that are able to be explained with ease. Children at Knowsley Junior School will use an increasing range of geographical vocabulary throughout each year group and this will be evident in their topic work.

How we know that progress is being made

- Each term, teachers report on attainment of all children, using statements from the Primary Geography Curriculum. This is shared, analysed and queried by the subject lead, to ensure children are making progress.
- Topic books are regularly scrutinised by the leadership team and the subject lead to ensure progress is evident.
- Progress through school will be evident in lesson observations and the complexity of the learning will increase for each year group.
- High achievers are recognised and are tracked to promote continued exceeding progress.

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Our History Vision

Intent

History at Knowsley Junior School aims to ignite curiosity and deepen understanding of significant past events and their enduring impact on society. Our curriculum is built around exploring substantive and disciplinary knowledge, with a focus on key historical concepts. Central to our approach are inquiry questions that challenge students to investigate, analyse sources, interpret, and solve historical problems.

Chronological awareness forms a fundamental part of our curriculum, helping children grasp the sequence of historical events and their relevance to contemporary life. Through engaging in historical inquiries, students develop critical skills essential for historical understanding and contextualisation.

Additionally, history education at Knowsley Junior School plays a pivotal role in fostering citizenship by exploring how Britain evolved into a democratic society. This exploration nurtures a sense of identity and cultural appreciation grounded in historical heritage. Students learn to value diverse cultures, equipping them to make informed decisions in today's multicultural Britain and preparing them for active citizenship in the future.

Ultimately, history education at Knowsley Junior School aims to cultivate inquisitive, knowledgeable, and socially responsible individuals who recognise the profound impact of history on shaping our world.

Implementation

Year 3 begin in Stone Age Britain, researching and understanding the major prehistoric human achievements, discovering what life was like in Skara Brae and attempting to solve the mystery of Stonehenge. Children then move onto understanding how technology advanced throughout the Bronze and Iron Age and finish by answering the question, which was better, bronze or iron?

In the spring term, children move on to discover what life was like in Ancient Greece, gaining an understanding of Greece's geography and the influence of Ancient Greek Myths and architecture. Evidence is also used to understand why Athens experienced a Golden Age and whether they would prefer to be an Athenian or a Spartan. They finish the topic by looking at and answering the question, in what ways have the Ancient Greeks influenced our lives today?

In the spring term, **Year 4** concentrate on those who invaded and settled in Britain and learn about the effect this had on its indigenous peoples. First children look at the developing Roman Empire, their eventual invasion of Britain and the impact they had on an international, national and local level. Children learn of the Celts, how they lived and

the eventual revolt led by Boudicca against the Romans. Children then use their understanding by answering the question, what did the Romans do for us?

Focus then moves towards understanding why the Anglo Saxons and Vikings invaded and settled in Britain, and how they eventually came to a peaceful settlement to live beside one another. Children get the chance to discuss and answer the question, who was the most successful and what did they leave behind. Children also get the chance to investigate what the Staffordshire hoard tells us about Anglo Saxon Society and attempt to solve the mystery of who was buried at Sutton Hoo.

Year 5 begin in the autumn term by looking at the space race between the US and USSR in their topic of 'To Infinity and Beyond' and gain a greater understanding of the history of the moon landing.

Throughout the spring term, children uncover the wonder of Ancient Egypt and investigate where and how the Great Pyramids were built. The process of mummification, Ancient Egyptian beliefs and the roles Pharaohs' had within Ancient Egyptian society are also explored. Children also take a wider look at the earliest civilisations (Indus Valley, Shang Dynasty and Ancient Sumer) and investigate their commonalities and differences. Children then use their understanding to answer the question, what did the first civilisations have in common and what were their achievements?

In the summer, children learn about Native American settlements, their culture and how they lived within North America. Following this, they explore Martin Luther King Jr and his fight for equality. They also analyse his 'I Have a Dream' speech to understand and discuss the impact it had on the Civil Rights movement in the US.

Year 6 investigates what contributed towards the start of the Second World War and the significant events which took place during WW2, such as understanding Hitler's invasion plans and why the Battle of Britain was such an important turning point in the war. Children look at the Blitz, what life was like to be an evacuee, and the impact these events had on Britain and the local area. Children finish by understanding what was put in place following the end of WW2 to reduce similar wars occurring by looking at the United Nations and the role it plays today.

In the spring, children learn about the Ancient Maya and build upon their understanding of archaeology and how it has helped us to understand so much about the Maya. Children investigate Ancient Maya culture, religion and investigate their social structure. Children also gain a greater understanding of the Maya number and writing system and compare and contrast Maya food to that which we eat today. Children finish by examining the reasons why the Maya civilisation fell.

Impact

At Knowsley Junior School, we assess the impact of our history curriculum through ongoing and varied assessment methods, which monitor the children's understanding of history and their grasp of key historical concepts. These concepts include:

- **Chronology:** Understanding the sequence of historical events and periods.
- **Change and Continuity:** Examining how societies, cultures, and daily life have evolved over time.
- **Similarity and Difference:** Comparing and contrasting historical events, societies, and cultures to identify commonalities and differences.
- **Cause and Consequence:** Exploring the reasons behind historical events and their outcomes.
- **Significance:** Evaluating the importance of key individuals, events, and developments in shaping history.
- **Interpretation:** Analysing different perspectives and interpretations of historical sources.
- **Migration and Diversity:** Studying the movement of people across regions, understanding reasons for migration, and exploring its impact on societies and identities.

Children demonstrate their understanding in history in a variety of different ways and teachers will assess children's work by making informal judgments during lessons. On the completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress and children are also encouraged to self-assess their learning and make judgments about how they can move their learning forward.

Students are also given opportunities to reflect upon and consolidate their learning through multiple-choice questions that assess understanding and reinforce knowledge retention. Some examples of these questions are as follows:

1. What type of government did Athens have where citizens could vote and make decisions?
A) Monarchy B) Democracy C) Dictatorship D) Empire
2. What improvements did Romans introduce to public health in cities like Bath (Aquae Sulis)?
A) They built public gardens B) They introduced public baths, toilets, and clean water systems C) They built more houses D) They made people sick
3. What was the strategic advantage of Egypt's location along the Nile?
A) It had access to diamonds and gemstones B) It was close to Mesopotamia and Indus Valley C) It provided a natural barrier against invaders D) It facilitated trade with Europe
4. Which event brought the United States into World War II in 1941?
A) The Battle of El Alamein B) The D-Day invasion C) The attack on Pearl Harbour D) The Battle of Stalingrad

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced using a history skills and knowledge sheet which, when completed, indicates the children who have not met, met or exceeded age related expectations for that historical focus.

We use this teacher assessment as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

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Our Computing Vision

Intent

The aim of computing at Knowsley is to combine a variety of skills; online safety, coding, emails, typing, spreadsheets, game creation, design and how computers can be used. Children of all abilities have opportunities to develop their resilience through problem solving and gain a greater understanding about the art of computer science. Through computing, the children will be given the tools to be well prepared for the modern world we live in today.

Implementation

- Each class is timetabled one lesson a week to use the computer suite which has 31 fully functioning and up to date computers in. There is also extra time on the timetable if needed.
- We use the Purple Mash scheme which aids the teacher and allows the children to access up to date and excellent resources to ensure they are getting the best education. It progresses throughout each year group.
- Internet safety is embedded throughout the year through computing and SMSC. The children are taught how to conduct themselves online and how to be safe and sensible when using the internet. Safer Internet Day is also done yearly.

Impact

Progress is monitored at the end of each term using the computing skills and knowledge grids. Each class teacher is asked to highlight the skills and knowledge they feel their class has achieved. Children who are below or above their age expectation are catered for.

- Progress is measured in three categories, which are not meeting, meeting and exceeding.
- Children that are meeting and exceeding are making good and excellent progress. Exceeding children can be set more challenging work. However, children that are not meeting are highlighted to the class teacher and to the computing coordinator. Reasons are then explored to why these children are not meeting for example SEN, new arrivals etc. Provisions are then put in place to ensure progress is boosted.

Effective moderation enables teachers and learners to have confidence in their judgements and next steps.

- The whole school follows the same scheme, which allows for continuity and consistency throughout the school.
- At the end of each term the year groups meet and ensure that the same expectations have been taught and formulate plans to move forward.
- Each year group meets weekly so any concerns can be raised when they arise.
- As the computing topics are well embedded into each year the teachers are confident on what has gone well and what needs to be improved for the next year. Any areas of weakness can become a focus for the following year.
- Computing position statements are also used to assess the impact of computing.

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Our Physical Education Vision

Intent

At Knowsley Junior School, our aim in PE is to ensure that all children develop the skills, knowledge and confidence to move their bodies safely, effectively and creatively. We want pupils to enjoy being active, to understand the importance of health and fitness, and to build the fundamental movement skills that support lifelong participation in sport and physical activity.

Through our PE curriculum, based on the GetSet4PE scheme, we aim for children to:

- Develop competence across a broad range of physical activities.
 - Engage in sustained physical activity and understand its benefits.
 - Build character, resilience and teamwork through competitive and cooperative experiences.
 - Develop leadership skills, confidence and respect for others through sport.
- We also ensure that our **Sport Premium budget** is used effectively to improve provision, equipment, and opportunities for all pupils, including those from disadvantaged groups.

Implementation

The PE Coordinator works closely with all staff to ensure high-quality provision across the school.

- **Curriculum sequencing:** We use the **GetSet4PE** scheme to ensure lessons are progressive and build upon previous knowledge and skills. Units are carefully mapped across the key stages to cover all areas of the National Curriculum and to support skill progression.
- **Assessment:** Foundation assessment sheets are used to identify both children who are exceeding expectations and those requiring further support. Data is analysed termly to inform planning and identify focus groups.
- **Enrichment:** Exceeding pupils are offered additional opportunities through extended schools provision and community partnerships. Children who are less active are identified through participation tracking, Sports Leaders using pupil voice to design inclusive activities.
- **Targeted inclusion:** Pupil Premium, EAL, SEND and vulnerable pupils are proactively encouraged and supported to participate in extracurricular opportunities.
- **Competitive sport:** We take part in the DLP inter school competitions that are on offer for the year. We also attend some competitions outside of the DLP.

Impact

Progress across the curriculum is tracked through long-term planning, assessment data and termly reports.

- Teachers assess key skills and record progress each term, identifying strengths and areas for development.
- The PE coordinator analyses data to monitor attainment and participation, highlighting patterns across classes, groups and key stages.
- Targeted interventions and enrichment clubs are provided for children below age-related expectations.
- Children identified as talented in PE are encouraged to pursue further development through local clubs.

As a result, pupils at Knowsley Junior School:

- Show increasing confidence, control and coordination in a variety of physical activities.
- Understand the importance of a healthy, active lifestyle and make positive choices about being active.
- Display positive sporting values such as teamwork, respect, fairness and perseverance.
- Are well prepared for secondary PE and have developed the skills, motivation and enthusiasm to remain active for life.

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Our Religious Education Vision

Intent

The principal aim of Religious Education at Knowsley Junior School is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. We follow the Oldham agreed RE syllabus Believing and Belonging.

The RE curriculum is representative of the diverse community that our children live in and is highly focussed on the British Values, in particular, tolerance. This will help our young people grow into well informed, reflective and open adults.

Implementation

The threefold aim of RE elaborates the principal aim and puts the purpose of the subject into action. The curriculum for RE aims to ensure that all pupils:

Make sense of a range of religious and non-religious beliefs, so that they can:

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
- Explain how and why these beliefs are understood in different ways, by individuals and within communities.
- Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- Examine and explain how and why people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world;
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response.

- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Impact

Children demonstrate their ability in RE in a variety of different ways, without an explicit writing or English focus. Teachers will assess children's understanding by making informal judgments during lessons, based on a child's critical thinking, questioning, reflection and comparison skills.

At the end of a whole unit of work, the teacher makes a summary judgement about the work produced using the RE skills and knowledge sheet which, when completed, indicates the children who have not met, met or exceeded age related expectations for that term. We use this teacher assessment as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

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Our Arts Vision

Intent

The creative arts at Knowsley are music, art, and design and technology. We believe that the creative arts offer opportunities for children to explore, express and communicate their feelings whilst gaining experiences of the wider world. Through experiencing the creative arts, children develop their creativity, self-esteem and confidence. The arts can help to increase self-discipline, creativity, aesthetic sensitivity and personal fulfilment. In short, they are a vital part of primary education.

We use Kapow Primary's revised Art and Design and Design Technology scheme of work. Through it we aim to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

The Design and technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. We aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Implementation

Art:

The Kapow Art revised scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing

- Painting and mixed-media
- Sculpture and 3D
- Craft and design

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

Where possible, arts work is cross curricular evidenced in other lessons; (see the MTP), weekly cultural capital and specific arts assemblies, PSHE or P4C lessons or in science (e.g. George Stephenson in year 4). Some small group work sometimes occurs with vulnerable children, e.g. sewing for therapeutic purposes.

Design Technology:

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. The National curriculum organises the Design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge. Kapow Primary's Design and technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group. Cooking and nutrition is given a particular focus in the National curriculum and this is one of the six key areas that pupils revisit throughout their time in primary school:

1. Cooking and nutrition
2. Mechanisms/ Mechanical systems
3. Structures
4. Textiles
5. Electrical systems (KS2 only)
6. Digital world (KS2 only)

Pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in the six key areas. Each of the key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The Kapow Primary scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Music:

- Oldham Music Centre visits the school on a weekly basis offering violin, woodwind and brass lessons to those who request, with some Pupil Premium children supported financially by the school. Every child in year 5 has whole class ukulele tuition for a term and keen and talented year 6 children continue this with a weekly session for a small group. School orchestra meet every Thursday. Singing Club meets every Tuesday after school.
- Live performances are vital. Each year group performs a musical play at Christmas, the whole school visits the theatre to see the pantomime, musicians perform in special assemblies at Christmas and throughout the year. A spring concert is produced for the parents and community and performances at other venues occur as appropriate such as assemblies at Springhead Infants and a visit to the Oldham School's Music Festival.
- Teachers follow the scheme provided by Charanga which ensures children learn all aspects of the required curriculum and supports teacher professional development.

Music, art and DT assessments are produced termly (including names of exceeding and not meeting children) by each teacher to inform progress and planning. Data is analysed by the subject leader to ensure progress and coverage for all.

Impact

Art:

Children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of art can be constantly monitored through both formative and summative assessment opportunities. Pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art.
- Meet the end of key stage expectations outlined in the National curriculum for Art and design.

Design Technology:

The impact of design technology can be constantly monitored through both formative and summative assessment opportunities. Each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit. Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society. The expected impact is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.

- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.
- Meet the end of key stage expectations outlined in the National curriculum for Computing

Music:

We follow the Model Music Curriculum provided by Charanga. Children demonstrate their ability in music in a variety of different ways and teachers will assess children's work by making informal judgments during lessons. On the completion of a piece of work or performance, the teacher assesses the work and uses this information to plan for future learning. Verbal feedback is given to the child to help guide his or her progress and children are also encouraged to self-assess their learning and make judgments about how they can move their learning forward. Recordings using year group ipads are sometimes made and used to reflect upon learning.

The knowledge, skills and understanding in the programmes of study identify the aspects of music, art and DT in which pupils make progress:

Music: Performing, composing and appraising.

Art: Drawing, painting, printing, collage, work of artists, 3D design, textiles, digital media and exploring ideas.

DT: Designing, making, evaluating, technical knowledge, existing products and key individuals and food and nutrition.

At the end of a term, the teacher makes a summary judgement about the work produced using the music, art and DT skills and knowledge sheets which, when completed, indicates the children who have not met, met or exceeded age related expectations for that focus. We use this teacher assessment as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

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Charanga Model Music Curriculum Long Term Overview

YEAR 3	Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6	Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	Learning More about Musical Styles How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Recognising Different Sounds How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 4	Interesting Time Signatures How Does Music Bring Us Together? 1 2 3 4 5 6	Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6	Creating Simple Melodies Together How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Connecting Notes and Feelings How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? 1 2 3 4 5 6
YEAR 5	Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6	Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6	Introducing Chords How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Words, Meaning and Expression How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Identifying Important Musical Elements How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 6	Developing Melodic Phrases How Does Music Bring Us Together? 1 2 3 4 5 6	Understanding Structure & Form How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Gaining Confidence Through Performance How Does Music Improve Our World? 1 2 3 4 5 6	Exploring Notation Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Using Chords and Structure How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Respecting Each Other through Composition How Does Music Connect Us With The Environment? 1 2 3 4 5 6

Art and Design and Design Technology Long Term Plan

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Y3	Art and Design Sculpture and 3D Abstract shape and space 4 lessons	DT Cooking and nutrition Eating seasonally 6 lessons		Art and Design Craft and design Ancient Greek Zites 5 lessons	DT Structures Constructing a castle 4 lessons		DT Digital World Wearable technology 6 lessons	Art and Design Drawing - Growing artists 5 lessons
Y4	DT Structure Pavilions 4 lessons	Art and Design Craft and Design Fabric of nature 5 lessons		Art and Design Drawing Power prints 5 lessons	DT Mechanical Systems Making a slingshot car 4 lessons		DT Electrical Systems Torches 4 lessons	Art and Design Painting and mixed media Light and dark 5 lessons
Y5	DT Cooking and nutrition Developing a recipe 6 lessons	Art and Design Drawing I need space 5 lessons		DT Mechanical Systems Making a pop up book 4 lessons	Art and Design Sculpture and 3D Interactive installation 5 lessons		Art and Design Painting and mixed media Portraits 5 lessons	DT Electrical Systems Doodlers 4 lessons
Y6	DT Structures Anderson shelters 4 lessons	DT Textiles Christmas decorations 4 lessons		Art and Design Drawing Making my voice heard 5 lessons	Art and Design Craft and Design Photo Opportunity 5 lessons		Art and Design Sculpture and 3D Making memories 5 lessons	DT Digital World Navigating the world 5 lessons

How they relate to topics

	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Y3	Art and Design	DT		Art and Design	DT		DT	Art and Design

	Sculpture and 3D Abstract shape and space Skara Brae/ Stonehenge	Cooking and nutrition Eating seasonally HMHP/ancient Britons foraging		Craft and design AncientGreek Zites Ancient Greece	Structures Constructing a castle King Minos' castle - Daedalus and Icarus		Digital World Wearable technology Surviving a volcano	Drawing - Growing artists Plants
Y4	DT Structure Pavilions Waterworld - Water Pavilion	Art and Design Craft and Design Fabric of nature Waterworld - Rainforest		Art and Design Drawing Power prints Invaders and settlers	DT Mechanical Systems Making a slingshot car Boudicca's chariot		DT Electrical Systems Torches Science - electricity	Art and Design Painting and mixed media Light and dark Russia
Y5	DT Cooking and nutrition Developing a recipe Meal for Astronaut	Art and Design Drawing I need space Space Race		DT Mechanical Systems Making a pop up book Ancient Egypt - River Nile	Art and Design Sculpture and 3D Interactive installation Howard Carter Discovery		Art and Design Painting and mixed media Portraits MLK	DT Electrical Systems Doodlers
Y6	DT Structures Playgrounds Air Raid Shelters	DT Textiles Waistcoats Rationing		Art and Design Drawing Making my voice heard Maya	Art and Design Craft and Design Photo Opportunity Camera Lucida		Art and Design Sculpture and 3D Making memories Leaving Primary	DT Digital World Navigating the world Leaving Primary

Our PSHE Vision

Intent

Our intention is that when children leave Knowsley Junior School, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum (Kapow) develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in the future.

Implementation

PSHE is taught in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively covers the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE using a variety of resources such as Kapow, Stonewall and S.O.P.H.I.E. PSHE and RSE are also woven through our cross-curricular topics enabling pupils to understand how their learning applies to real life. In addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through resources such as the PANTS project and Real Love Rocks.

PSHE, including SMSC and British Values, is an integral part of the whole school curriculum, and is therefore often taught within another subject area. Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning. We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to reflect on our Rights Respecting Charter and think about both their rights and responsibilities. Weekly assemblies and themed weeks such as Healthy Me, Healthy Planet and Children's Mental Health Week are linked to PSHE, British Values and SMSC and cover any additional sessions that would

benefit the whole school. PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

Impact

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationships with their peers both now and in the future
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others
- have positive self esteem

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Our Relationships Education Vision

Intent

At Knowsley Junior School, good relationships are fundamental to our ethos and our success in being a happy, caring and safe school. Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. We aim for the children in our school to acquire the appropriate knowledge, develop their skills and form positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

Implementation

RSE is taught as explicit lessons through the PSHE and science curriculums but is also embedded in other areas of the curriculum and day-to-day life of the school. Children are taught by familiar adults who they have a good rapport with, in order to facilitate constructive and supportive discussions around sensitive topics in a safe and secure environment. If staff feel uncomfortable or unsure when delivering the RSE curriculum or dealing with individual pupil needs, they know where to seek advice and support.

Our high expectations of behaviour, interpersonal relationships, respect and tolerance of others reflect the British Values upheld in both our community and the wider world. Through our rigorous and progressive curriculum, children develop key skills and are prepared for the wider world beyond primary school, a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them.

Impact

The impact of our curriculum offer will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future. Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Our Languages Vision

Intent

All pupils in Key Stage 2 at Knowsley Junior School have the right to learn an additional language, the study of which liberates children from insularity and provides an opening to other cultures. Modern foreign language lessons in French give children opportunities to express their ideas and thoughts in another language and to understand and respond to

its speakers, both verbally and in writing. They also provide opportunities to read age-appropriate literature and learn songs in the target language.

Ultimately, languages lessons at Knowsley aim to provide a firm foundation for further language learning. They equip children with the skills that they need in order to become life-long language learners, both for the pleasure that can be derived from doing so, and for the practical purpose of equipping pupils to study and work in other countries.

We teach a curriculum that enables our pupils to become effective users of language and show an understanding and respect of different cultures in our local, national and global communities. Through the teaching of high-quality French lessons at Knowsley Junior School, we aim to:

- Ensure that each child in Key Stage 2 has the opportunity to study French as a foreign language over four years, fostering their interest in the culture of France and the Francophone world.
- Teach vocabulary and linguistic structures informed by the National Curriculum and the skills expressed therein: listening, speaking, reading and writing (as well as cultural understanding).
- Enable children to ask and answer a range of questions about themselves, which would allow them to confidently address a French speaker and exchange simple, personal information.
- Create opportunities for children to manipulate language for their own purposes, drawing on their knowledge of increasingly complex sentence structures.
- Teach children the basics of phonics in French to allow them to spell in a phonetically plausible way and read and speak with increased confidence and improved pronunciation.
- Enable children to draw comparisons between French and English vocabulary, using their knowledge of cognates and near-cognates to decode unfamiliar texts of increasing complexity.
- Encourage children to draw comparisons between French and English grammar, syntax and sentence structure, both as a tool for developing their understanding of the French language and their understanding of English.
- Give children opportunities to make, and learn from, mistakes in the target language, thereby building resilience.
- Develop children's understanding of French as a global language, and the reasons why it is spoken in countries other than France.
- Enable children to understand their place in the wider world and the concept of interdependence.

Implementation

French is taught by a French specialist. The current programme of study has been developed by previous MFL specialist teachers, ensuring coverage of reading, writing, speaking and listening and building in opportunities for children to revisit knowledge at varying degrees of complexity at a variety of points throughout the four years of study. The long term plans are topic based and phonics, grammar and vocabulary are the key pillars of learning, which are taught in each lesson. The skills and knowledge progression documentation is available on the website.

Lessons taken from the Lightbulb Languages scheme are intended to be active and highly focused, with children working as a whole class, in small groups, or in mixed-ability pairs to complete tasks at their individual level. Work is adapted in a variety of ways to accommodate children in the same class who are all at different stages of their language-learning journeys. Activities consist of games, stories, songs, phonics, grammar and sentence-building activities, rhymes, role-play and dictionary work, to name but a few. The website has a link to games, which can be used as additional resources to support learning at home. Lessons, of approximately one hour in length, happen weekly.

Themed days, including European Day of languages in September and 'le 14 juillet' (Bastille Day), offer children opportunities to focus on particular aspects of the culture of France and the French-speaking world, as well as other languages and countries and to use their language in a real-life context.

In addition, a language club has been running since 2022 to encourage children to use Duolingo to access language learning. Pen pals with a school in France began in November 2021 and is ongoing encouraging the children to exchange letters with French pen pals. Links have also been made with local High schools, where their language leaders have led lessons in German, Italian and Spanish at Knowsley Junior School.

Impact

Formative assessment is used during French lessons to ensure progress over time. Data, which is gathered termly, is recorded to demonstrate working below, at or above age-related expectations, as well as to identify gaps in knowledge in order to inform the planning of future lessons and units. See French position statement for more detail.

List of Appendices

Appendix A - Book Club Rationale

Appendix B - Summary of *The Megabook of Fluency* by Timothy V. Rasinski

Appendix C - SEND in the Curriculum

Appendix A

Book Club Rationale

Professor Tim Rasinski, is a prominent scholar in the field of literacy and reading education. He advocates for teaching reading in ways that foster engagement, fluency, and comprehension. Many of his ideas about effective reading instruction align with practices commonly used in book club settings.

Fluency-Based Instruction

The importance of fluency in reading - specifically, the ability to read with speed, accuracy, and proper expression is supported in book club sessions. Book clubs can support development by providing opportunities for students to read aloud in a supportive group setting where they can practice smooth, expressive reading. The social nature of book clubs also encourage peer interaction, which can enhance fluency through shared discussions and collaborative analysis of text.

Engagement and Motivation

Book clubs inherently foster a sense of community and shared experience, which can increase students' motivation to read. When students are discussing a book with others, they may feel more invested in understanding the content deeply, which can lead to a greater enthusiasm for reading.

Comprehension through Discussion

Comprehension is not just an individual skill but is often enhanced through social

interaction. Book clubs provide an ideal environment for collaborative discussion, where pupils can share their interpretations, ask questions, and make connections between the text and their own experiences. This kind of dialogic engagement helps deepen understanding and encourages critical thinking.

Building a Reading Community

Importance of fostering a classroom culture that values literacy and makes reading a social experience. Book clubs naturally build a sense of community among readers. Pupils become part of a group that shares a common goal of reading and discussing books, which can strengthen their sense of belonging and commitment to literacy.

Focus on Vocabulary and Language Skills

Opportunities to reinforce vocabulary acquisition and language skills. As pupils discuss books, they encounter new words and phrases, which they can practice and explore in context. Rasinski's emphasis on vocabulary development aligns well with book clubs, where the collaborative discussions encourage richer language use.

Social and Emotional Learning

Broader benefits of reading, including social and emotional learning. Book clubs can promote empathy and perspective-taking as pupils read about diverse characters and stories. Discussing these experiences in a group context can help students build their emotional intelligence and social skills.

Adaptation and Choice

Adapting instruction to meet the diverse needs of readers. Extensive libraries at Knowsley Junior School allow for adaptation by enabling pupils to choose books that are both appropriate for their reading level and of interest to them. This personalised approach can help cater to varied literacy levels and encourage a love of reading by giving students agency in their learning.

Conclusion

The principles of Knowsley Junior School's Book Clubs align well with Rasinski's views. Book clubs can be an effective, engaging way to support fluency, comprehension, vocabulary, and motivation. By fostering collaboration and discussion; they provide a rich environment for students to develop deeper connections to texts and to each other, while reinforcing the foundational aspects of effective reading teaching.

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Appendix B

Summary of *The Megabook of Fluency* by Timothy V. Rasinski

The Megabook of Fluency by Dr Timothy V. Rasinski is a comprehensive guide designed to support educators in developing students' reading fluency. Fluency is the ability to read smoothly, accurately, and with expression. It is a critical component of literacy that influences comprehension, retention, and overall reading success.

Key Concepts:

1. Definition of Fluency:

Fluency is not just about speed but about reading with accuracy, expression, and comprehension. Fluent readers can decode words effortlessly, recognise words quickly, and read with appropriate prosody (intonation and rhythm), which enhances understanding.

2. Three Main Components of Fluency:

- **Accuracy:** correct pronunciation of words and recognition of high-frequency words.
- **Rate:** reading at an appropriate speed that balances comprehension and flow.
- **Prosody:** reading with natural expression, including phrasing, intonation, and emphasis, which reflects understanding of the text.

3. Importance of Fluency:

Fluent readers are better able to focus on understanding the content of the text rather than being bogged down by decoding words. Fluency also contributes to overall academic success, particularly in areas that require reading comprehension.

4. Strategies for Building Fluency:

- **Repeated reading:** students practise reading the same text multiple times to increase speed and confidence.

- **Choral reading:** students read aloud together, providing a model of fluent reading and offering support to less confident readers.
- **Partner reading:** pairing students to read together, with one serving as a model for the other.
- **Echo reading:** the teacher reads a passage aloud, and students repeat it, mimicking the teacher's expression and rhythm.
- **Reader's theatre:** students perform short scripts, focusing on reading with expression and fluency, while also building comprehension through rehearsal.

5. **Fluency and Comprehension:**

Fluency links directly to comprehension. When students are fluent, they are better able to focus on understanding and analysing the text rather than decoding each word. Fluency supports the integration of prior knowledge, which is crucial for deep comprehension.

6. **Assessment of Fluency:**

Useful assessment techniques: timed reading; one-minute reading assessments; rubric-based evaluations of accuracy, rate, and prosody. Regular monitoring helps identify areas where students may need additional support.

7. **Fluency Development:**

Fluency instruction should be individualised to meet students' specific needs. Early readers may need more focus on decoding and accuracy, while older students may benefit from more complex texts and performance-based fluency activities.

Implementation in School Policy:

- **Explicit Instruction:**

Fluency should be explicitly taught alongside decoding and comprehension strategies. Teachers should incorporate regular, structured fluency-building activities into daily reading instruction.

- **Assessment and Monitoring:**

Regular fluency assessments should be included as part of a school's literacy evaluation process. Results should inform instruction and help tailor interventions for students who need support.

- **Encouraging Practice:**

Opportunities for practice, such as paired reading, repeated readings, and fluency-building exercises like Reader's Theater, should be integrated into reading routines to increase student engagement and progress.

- **Focus on Motivation:**

Creating a supportive and encouraging environment where students feel confident in their reading abilities is key to fostering growth in fluency. Celebrating improvements in fluency, whether through charts, rewards, or recognition, can motivate students to keep practising.

By incorporating the strategies and principles, schools can promote stronger, more confident readers who are not only able to read accurately and with speed, but also engage deeply with texts, improving their overall literacy skills.

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Appendix C

SEND in the Curriculum:

- SEND in English and Maths
- SEND in Science
- SEND in Geography
- SEND in History
- SEND in Computing
- SEND in PE
- SEND in RE

- SEND in Art
- SEND in Music
- SEND in Design TEchnology
- SEND in PSHE
- SEND in Modern Foreign Language

SEND in: English and Maths

Wave 1 provision - Quality First Teaching

Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
- Differentiated curriculum – planning, learning, resources, scaffolding etc. - Pre-teaching of subject vocab - Teaching sequencing as a skill - Text presented clearly – bullet points, clear font, headings - Pupils encouraged to explain what they have to - check understanding - Links to prior learning explicitly made /retrieval practice integrated into lessons - Key learning points reviewed throughout lesson - Conceptual variation in Maths - Alternative ways of demonstrating understanding eg. diagrams, mind maps, use of voice recorders - Provide a range of writing frames - Word mats designed for specific subjects/ lessons - Opportunities to work with a scribe or use ICT when necessary - Use of ICT/ apps to reinforce what has been taught - Use of ICT/ apps as solution to difficulties e.g. dictation, typing - Coloured overlays, coloured paper for worksheets & coloured background on SMART board - Extra time to complete tasks - Learning ladders to break down steps - Next steps display in classroom - Learning buddies - Tactile resources	- Structured class routines - Using songs for routines - Increased visual aids including - Visual timetables at eye level of children - Use of key words/ vocabulary emphasised when speaking - Multi-sensory approaches used to support spoken language eg. symbols/pictures/concrete apparatus/artefacts/role-play - Instructions in manageable chunks - Checklists and task lists - Delivery slowed down with time given for processing - Prompt cards used to support understanding - Talking partners used - Classroom seating plan considered so children can see teacher and visual prompts - Access to a quiet work station 'Word walls'/ displays to develop understanding of new vocab - Minimise use of abstract language/ language tailored to individuals - Eye contact as necessary for the child	- Emphasise positives in front of others to develop children's self-confidence - Give pupils classroom responsibilities - Refer regularly to school/ classroom rules - Calming music - Weighted blankets - Team around the child approach - Use of ear defenders to support focus - Breaks between tasks - Moving around/ sensory breaks - Interactive strategies eg. whiteboards to hold up answers - Clear behaviour expectations modelled by staff - Quiet zone or sensory space - Visual timer/ stop watch - Use post-its for questions rather than interruptions 'Fiddle' toys - Concrete resources easily at hand to support - Give a 'set time' for written work - Personalise teaching to reflect pupils' interests - Transition from whole class work to independent is taught and actively managed - Reward system for older pupils - Wobble cushion/resistance bands to support sitting in chairs or on carpet spot - Meet and greet at key transition points e.g. start of day, lunchtime etc.	Visual - Coloured overlays/ different coloured paper - Consider lighting – natural and artificial - Eliminate inessential copying from the board - Where copying is required, ensure appropriate print size photocopy is available or use full page magnifier to enlarge - Read aloud as you write on the board - Avoid standing in front of windows – your face becomes difficult to see - Use Ipad for reading if text is too small in physical book - Consider seating – sat at the front closer to board/ resources Hearing - Careful seating – closest to the teacher - Keep background noise to a minimum – if severe use felt in pencil pots etc., reduce use of velcro - Slow down speech rate - Allow more thinking time - Repeat contributions from other children – their voices may be softer and speech more unclear - Check that oral instructions have been understood - Face the pupil when speaking & keep hands away from mouth Co-ordination - Sat at table where there is sufficient space - LH & RH pupils not next to each other with adjacent hands - Desks at elbow height - Sloping desk stand if appropriate - Seated with minimal distractions. - Encourage oral presentations or use of ICT as an alternative to written work where appropriate. - Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. - Dough disco to support fine motor - Range of fine motor and gross motor activities

SEND in: Science

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Age appropriate content for all children in the science lessons	Using personal stories to understand different contexts 1:1 session Use of books/stories	Children may struggle to communicate and express opinions in science	Visual cues Visual words/ phrases Minimise background noise Child to face T to support lip reading Language Buddies
Accessing learning due to poor literacy skills	Key words displayed Use of shorter/less complex sentences in resources given Writing frames where possible	Language difficulties may make chn unable to access their science learning	Lots of reinforcement Lots of repetition Scaffold observational skills through careful questioning Use of simple instructions Step by step instructions Careful and appropriate modelling to support understanding Visual aids and dual coding Videos of examples and practice
Children may struggle to remember information/facts/previous learning in science	Lots of retrieval opportunities and reinforcement in science lessons Clear differentiation Apply new vocab into lots of different contexts – pre teaching vocab Physical warm ups to recall previous learning		

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with visual impairment may find it difficult to see images shown during the science lessons.	Ensure images are enlarged and accessible Ensure chn are close to whiteboard/ sources	Chn may become frustrated/withdraw/ aggressive when work is challenging	Ensure instructions are clear Children provided with a role which may not involve active participation Use of ICT to support access Providing appropriate resources so that children can access the lesson eg fiddle toy Providing a safe space for the children within the lesson if needed- breakout spaces
Recording information may be difficult from a scientific investigation.	Provide additional ways to record e.g. video, drawings, verbal explanation		
Children with fine motor difficulties may find it difficult to use specific science equipment	Working in groups to support Pencil grips and tripod pencils Use of ICT to support access	Children's mental health and wellbeing may impact on their ability to access their learning	Teach with empathy and understanding Consider cognitive overload and children's ability to manage this

Non Negotiables that need to be in place in all lessons/classrooms when teaching science:

1. Opportunities to explore tactile resources/equipment where appropriate
2. New vocabulary on display (pre-taught where necessary)
3. Explicit modelling of key skills – scientific enquiry, investigations

SEND in: Geography

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Retaining information/meaning of vocabulary Literacy skills – ability to read information e.g. in atlas, difficulties with writing	Retrieval questions to be used at the beginning of each lesson and within lessons where suitable Pre-teach to understand vocabulary or subject content Key words on display boards Writing frames to be used	Difficulties using language/expressing themselves Difficulties with processing language.	Sentence starters/modelled language Repetition/stem sentences Opportunities to express ideas in various way- not just verbal Simplified step by step instructions - chunking, learning mats
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Visual difficulties Recording information Other sensory needs	Ensure documents are enlarged Magnifier used Online resources to zoom in and out ICT resources to be used so children can record online Talking tins Physical resources e.g. maps, compasses, globes	Low self-esteem – often withdraw from challenges Distressed by new experiences or triggered by specific topics	Adapt lessons appropriately with clear instruction, scaffolding accordingly, to ensure lessons are accessible. Children to be introduced to area/environment e.g. thorough photos or social story before trips/visits

			Ensure content being used in lesson is considered and approached in a sensitive manner.
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Non Negotiables that need to be in place in all lessons/classrooms when teaching Geography

1. Key words displayed
2. Various ways to record information – videos, voice notes, drawings
3. Physical resources for children to explore – globes, maps etc

SEND in: History

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND

Conceptual understanding of chronology. Low attainment in numeracy can present a barrier to timelines (particularly those requiring understanding of negative numbers) Low attainment in literacy can present barriers to activities.	Use of simplified visual activities to support children's understanding. Use of simplified, dual coded resources. Potentially additional support during lessons. Differentiate to provide shorter, simplified texts. Teacher / TA support for children during lessons to access learning. Use of writing frames to support children access activities.	Language difficulties may make it difficult for children to participate in activities and access learning. Difficulties with processing language.	Teacher / TA support for children during lessons to access learning. Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week. Simplified step by step instructions.
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND

Children with sensory impairments may find it difficult to observe historical artefacts. Children with visual or auditory impairment may have related challenges to accessing lessons. Day trips to museums or places of historical significance may be difficult.	Teacher / TA support for children during lessons to access artefact observation. Consider where children are seated in the classroom and potentially provide additional support during lessons to support children to overcome barriers to learning. When planning school trips ensure facilities are appropriate and accessible for all children.	If children believe they cannot be successful in class they may become frustrated and withdraw. Children may find certain lessons upsetting or triggering (for example lessons about war)	Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible. Ensure content being used in the lesson is not overly distressing for any children in class.
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Non Negotiables that need to be in place in all lessons/classrooms when teaching History.

1. Chronological awareness
2. Provide access to artefacts where appropriate to support children with SEN access learning
3. Language rich display to support vocabulary development and spelling

SEND in: Computing

Cognition and Learning	Communication and Interaction
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Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Accessing the programmes for the curriculum – understanding how to use them. Processing or cognitive difficulties including literacy needs	Differentiation in action during lessons Scaffolding or small group support with teacher/TA Key vocabulary Screen readers	Understanding order to complete the task Key vocabulary understanding and ability to process language	Visual representation of instructions/task Opportunities to work with or ask a friend or the teacher. Stem sentences / key vocabulary displayed clearly with dual coding Working collaboratively across different devices Google Translate for all websites Screen readers
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND

Bright lights on the computer	Adjustable brightness	Finding things tough – particularly when error messages occur or something doesn't work	If unsure, always click cancel Clear instructions to support difficult processes
Noisy websites/applications	Headphones available		
Font and font size	Individual logins with personalised font/font size	Internet safety	Using programs that can help with mental health issues - Ollee
Keyboard skills	Voice to text add-ons		

Non Negotiables that need to be in place in all lessons/classrooms when teaching Computing.

1. Key vocabulary required in the lesson
2. Personal logins available for SEN children to cater to needs (e.g. visual impairment needs met through larger text on screen etc.)
3. Accessibility tools utilised for specific pupils

SEND in: PE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children may struggle to remember information/facts/previous learning	Lots of retrieval opportunities and reinforcement Clear differentiation/ adapted learning Apply new vocab into lots of different contexts – pre teaching vocab Physical warm ups to recall previous learning	Children may struggle to communicate their view and express opinions in PE sessions Language difficulties may make chn unable to access learning	Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve... Allow children to discuss their answer this a partner first to allow processing time Provide alternative ways of expressing views e.g. written on a white board Ensure any written information is explained verbally too Use of simple instructions – small steps with modelling Visual aids Videos and modelling to demonstrate key skills
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND

Children with visual impairment may find it difficult to see board or resources provided	Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described	Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult	Ensure children know in advanced what the key areas of the lesson will be
Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment	Addressing individual needs on a lesson by lesson basis – those with PD – how can you ensure they are included in the lesson based on their ability?	Many aspects of PE consist of group work – some children may struggle to manage in these scenarios	Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence
Children who might not be able access some PE equipment	Ensure alternative equipment or support is provided e.g. space for their walker between benches		Have clear expectations of group work Carefully consider groupings Reduce group sizes if necessary to reduce sense of overwhelm

Non Negotiables that need to be in place in all lessons/ classrooms when teaching PE

1. Recap of previous learning
2. Clear expectations
3. Provide stems to enable children to contribute meaningfully

SEND in: RE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Conceptual understanding of key historical and modern day religious practices Low attainment in literacy can present barriers to activities e.g understanding of subject specific vocabulary, ability to read key information	Use of simplified visual activities to support children's understanding. Use of simplified resources. Potentially additional support during lessons. Differentiate to provide shorter, simplified texts/information Teacher / TA support for children during lessons to access learning. Use of writing frames to support children access activities.	Language/communication difficulties may make it difficult for children to participate in activities and access learning. Difficulties with processing language.	Teacher / TA support for children during lessons to access learning. Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week. Alternative ways to present/access work e.g. through technology Simplified step by step instructions, visuals and mixed ability pairs
Physical and sensory		Social Emotional and Mental Health	

Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with sensory impairments may find it difficult to access physical resources Children with visual or auditory impairment may have related challenges to accessing lessons.	Use of technology to support access Ensure seating arrangements are carefully considered, ensure labels are used for those with auditory difficulties.	If children believe they cannot be successful in class they may become frustrated and withdraw – low self esteem etc Children may find certain topics within RE difficult or triggering e.g. loss, death etc.	Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible. Ensure content being used in lessons is not overly distressing for any children in class. Allow children to have a safe space to express these feelings if they wish.

Non Negotiables that need to be in place in all lessons/classrooms when teaching RE

1. Provide access to physical resources such as real life objects from different religions where appropriate to support children with SEN access learning
2. Access to word mats to support understanding of key vocabulary
3. Ensure each lesson has an opportunity for class or group discussions so children can share their views/understanding verbally

SEND in: Art

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Interpretation of artists' work. Reading/studying of artists' background and styles. Cognitive difficulties – ability to understand the content of formal art lessons Processing difficulties	Stem sentences – provide the language to the children so they can give opinions and know how to compare artists or artwork Dual coded word mats/resources/displays to support access Use of stories to support understanding, linking art to real life Keywords displayed Use of shorter/less complex sentences in resources given Writing frames where possible	Expressing themselves – opinions using verbal communication Language difficulties may make children unable to access learning	Providing flashcards for the children to point to., IT resources to support accessibility/alternative ways for children to record their ideas and opinions Use of simple instructions – small steps Careful and appropriate modelling to support understanding Visual aids and dual coding Videos of examples and practice

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Fine motor skills/ physical difficulties Tactile quality of materials	Choosing appropriate resources and manipulatives for each individual child's need Provide additional ways to record info(video/ICT etc) Ensure any sensory difficulties are considered at the point of planning	Low self-esteem in art abilities Social difficulties – may struggle with group work	Showcase different artists' work and a focus on the creation process rather than on the end result. Teachers languages – that we are all artists. Open ended learning objectives – the skill not the artwork. Pre-teach key information so they feel prepared for the lesson and can be an 'expert' Carefully consider seating/ buddy Ensure those who need additional adult support have access to this, particularly at the start Provide clear, specific instructions and outline expectations

Non Negotiables that need to be in place in all lessons/ classrooms when teaching art

1. Displays/ resources available to all pupils
2. Ensure outcomes are either open ended or pupils have a choice of how to present their work within the set objective
3. All pupils are given a means of expressing their view and opinions whether written, recorded, drawn etc

SEND in: Music

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Accessing text of lyrics	Provide a modified version, work in pairs or provide an audio version	Contributing ideas to response work or composition work may be challenging.	Offer a range of formats to contribute in such as voice or video recording on iPad.
Reading music	Child has the option to learn by ear. Code the colours of the notes and corresponding note positions on the instrument.		Use a talk partner to share ideas who can then share them with the group.
Having the spoken or written language to respond to a piece of music	Pupil can voice record (speech to text on iPad) , work in pairs	Working in a group for response or composition work.	Offer a range of formats to contribute in such as voice or video recording on iPad.
Remembering a musical sequence	Child has access to visual cues, and the piece is modified for accessibility.		Use a talk partner to share ideas who can then share them with the group.
Remembering lyrics to a song for a performance	Child can have visual cues		

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Hearing impairment (listening and composing and ensemble work)	Alter the position of the child in class for the lesson, use visual cues	Group work for composing, performing and ensemble work.	Use the regular friendship group for this task.
Sensitive hearing (listening and composing and ensemble work)	Provide headphones, pre-warn the pupil, adapt their position within the group for the lesson.	Performing in a different setting other than classroom.	Pre-warn of the change of venue, pre-visit to experience the venue.
Physical disability(listening and composing and ensemble work)	Provide adapted or different instrument Child may need transport to attend a performance or adapted seating at that venue.	Performing in front of others as an audience.	Discuss and adapt the position of the child within the ensemble or give the child another role which is backstage but still involved.
Visual impairment	Provide personal, adapted copies of lyrics, score, images etc..		

Non Negotiables that need to be in place in all lessons/classrooms when teaching Music

1. Multi-sensory approach to music
2. An opportunity for children to contribute and all their contributions to be valued
3. Visuals to support learning

SEND in: DT

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Accessing learning due to poor literacy skills Children may struggle to understand key concepts/recall previous learning	Writing frames, stem sentences 1:1 or small group support Key words displayed Use of shorter/less complex sentences in resources given Lots of retrieval opportunities and reinforcement Pre teaching of key vocab Lots of visual and opportunities to explore physical resources	Children may struggle to communicate and express opinions in DT Language difficulties may make chn unable to access learning	Visual words/ phrases Differentiated questioning Consider mixed ability pairing Provided different ways for children to record or express their views Lots of reinforcement/ repetition Use of simple instructions – small steps Careful and appropriate modelling to support understanding Videos of examples and practice

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with visual impairment may find it difficult to see images/resources	Ensure images are enlarged and accessible – use of audio description if needed Ensure close to whiteboard/ front of class Use of non-reflective paper/photos/sources	Chn may struggle to regulate their emotions when facing a challenging activity in DT	Opportunities to work in smaller groups Provide lots of opportunities for praise Children provided with a role which may not involve active participation
Recording information may be difficult	Provide additional ways to record info(video/ICT etc)	Chn may become frustrated/withdraw/ aggressive	Providing appropriate resources so that children can access the lesson eg fiddle toy or sensory jump bean sets to help with focus.
Children with fine motor difficulties may find it difficult to use specific subject based equipment	Ensure resources and equipment are appropriate – may require specialised equipment e.g. when cutting		Ensure children have learning/sensory breaks as part of the lesson
Children with physical needs may not be able to handle equipment or resources	Addressing individual needs when planning – if unable to access ensure alternative resources or equipment are sourced in advanced		

Non Negotiables that need to be in place in all lessons/classrooms when teaching DT

1. Key vocabulary required in the lesson
2. Modified equipment where available
3. Adult support for physical difficulties

SEND in: PSHE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Ability of children to access learning of their year group	Using stories to understand different contexts 1:1 or small group support Age appropriate content for all children in the class – adaptive to individual needs	PSHE lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access	Chn to have a partner to practice answers with first, Provide chn with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an ipad
Accessing learning due to poor literacy skills	Key words displayed Writing frames and stem sentences to support written work	Those who struggle to process language may struggle in PSHE lessons where there is lots of written or spoken language	Use of visuals to support understanding Scaffolding through careful questioning Use of simple instructions Careful and appropriate modelling to support understanding

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with visual impairment may not be able to access their learning or resources available	Consider seating plan Provide alternative resources e.g. in large print Use buddies	Chn may struggle to empathise with scenarios in PSHE/show respect to others views	Use of stories Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups
Recording information may be difficult	Provide additional ways to record information		
Accessibility to equipment or resources – physical disabilities	Working in groups to support Use of ICT to support access Detail cards and descriptions for children to understand how objects or resources might feel like. Consider how children with support equipment e.g. walker can be part of physical lessons or Circle time seating	Children with SEMH needs may struggle in PSHE when they feel upset or frustrated etc Children's mental health and wellbeing could be impacted by what is being discussed.	Establish clear routines expectations/boundaries for the start and end of every session Provide appropriate sensory resources so that children have sensory breaks when required Providing a safe space for the children within the lesson. Pre-warn children of subjects that may be being talked about so they are aware in advance.

Non Negotiables that need to be in place in all lessons/ classrooms when teaching PSHE

1. Displays/ resources available to all pupils
2. Pre warn of any difficult topic that will be addressed

3. All pupils are given a means of expressing their view and opinions whether written, recorded, drawn etc

SEND in: Languages (MfL)

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Age appropriate content for all children in the class	Language key words displayed. Appropriate use of subject materials such as videos, songs used to enhance understanding of different languages and cultures.	Children may struggle to communicate and say new words in the chosen language	Visual cues Visual words/ phrases Minimise background noise Child to face T to support lip reading Write new vocabulary down Language Buddies Use of phonic skills such as segmenting and blending to support pronunciation
Accessing learning due to poor literacy skills	Use of shorter/less complex sentences in resources given Writing frames where possible		
Children may struggle to remember information/facts/previous learning	Lots of retrieval opportunities and reinforcement Clear differentiation Apply new vocab into lots of different contexts – pre teaching vocab	Language difficulties may make chn unable to access learning a new language	Lots of reinforcement Lots of repetition Scaffold observational skills through careful questioning Use of simple instructions Step by step instructions Careful and appropriate modelling to support understanding Visual aids and dual coding

			Videos of examples and practice at an age appropriate level in the new language – using YouTube videos to support
Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	Provision for SEND	Subject Challenges for SEND	Provision for SEND
Children with visual impairment may find it difficult to see images and words in the target language	Ensure images are enlarged and accessible Ensure chn are close to whiteboard/ sources Use of non-reflective paper/photos/sources	Chn may struggle to show understanding/tolerance of other cultures/ways of speaking	Use of stories Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group. Opportunities to work in smaller groups
Recording of speaking in the new may be difficult	Provide additional ways to record info(video/ICT etc) Buddy system	Chn may become frustrated/withdraw/ aggressive in language lessons	Children provided with a role which may not involve active participation eg recording, listening for good pronunciation etc
Children with fine motor difficulties may find it difficult write in the new language	Working in groups to support Pencil grips and tripod pencils Use of ICT to support access		Use of ICT to support access to language lesson Providing appropriate resources so that children can access the lesson eg fiddle toy or sensory jump bean sets to help with focus

Non Negotiables that need to be in place in all lessons/classrooms when teaching Computing.

1. Adaptive teaching approaches including scaffolded resources
2. Displays and table resources
3. Multiple ways of presenting work that isn't just written or spoken