

The Early English Curriculum: Early Years and Key Stage One

Aspect	RAG Rating	Next Steps
Vocabulary is developed explicitly to reduce the word gap in the early years, and to enable disadvantaged children to develop their vocabulary faster.		
The school prioritises daily teaching of systematic synthetic phonics from the start of the Reception Year and into key stage 1, until pupils are fluent in word reading (decoding) and transcription (spelling and handwriting).		
Daily opportunities for children to apply their knowledge of GPCs by reading 'decodable' books that support their fluency in word reading.		
Teachers focus on identifying children who are not able to decode accurately (or are otherwise at risk of not learning to read) early and prioritise teaching them to read.		
The programme of reading develops pupils' accuracy and speed.		
Children practise composition through oral activities before their transcription becomes fluent.		
Children get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing.		
Carefully chosen dictation activities enable pupils to practise and apply their spelling knowledge and segmenting skill to use the content they have been taught and to do so without having their working memories overloaded by composing sentences.		

Spoken Language

Aspect	RAG Rating	Next Steps
An effective spoken language curriculum identifies the components that pupils need to learn for successful spoken communication. It focuses on interrelated aspects that constitute effective spoken language (physical, linguistic, cognitive, and social and emotional).		
Teachers equip pupils with the right knowledge and vocabulary for them to be able to speak on a topic effectively.		
Pupils learn how to take part in exploratory talk and use talk to present ideas.		
There is a focus on ensuring that pupils can select and use appropriate grammar and register for audience and purpose, including Standard English where necessary.		
Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.		
The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.		

Reading

Aspect	RAG Rating	Next Steps
The reading curriculum enables pupils to read increasingly complex and whole texts.		
Teachers develop pupils' reading accuracy, automaticity and prosody.		
Time is given to pupils reading a lot of text, across the school curriculum, to develop their reading fluency.		
Instruction in reading comprehension strategies is time-limited and explicit.		
Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.		
Teachers emphasise the relationships between words, helping pupils to explore morphology and etymology to support their comprehension and spelling.		
Teachers encourage pupils to read for pleasure while ensuring that they become accomplished readers as soon as possible.		
Planned and spaced recall helps pupils to retain the new vocabulary they have learned.		

Writing

Aspect	RAG Rating	Next Steps
The curriculum secures the knowledge needed for successful writing: knowledge about the topic and knowledge about how to write.		
Pupils' accuracy and automaticity in transcription are developed early on and secured by lower key stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision.		
Pupils write frequently, for a range of audiences and purposes (once they have sufficient accuracy and automaticity in transcription).		
Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair.		
Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing.		

Pedagogical Approaches for Pupils with SEND

Aspect	RAG Rating	Next Steps
Teaching does not rely on differentiated teaching, activities or resources to achieve a curriculum goal.		
Reading interventions incorporate training in knowledge of letter-sound correspondences, and how to apply knowledge of phonics to reading and spelling.		
Struggling pupils have more opportunities for repetition where necessary. This can secure essential knowledge to automaticity.		

Literature		
Aspect	RAG Rating	Next Steps
The curriculum has been designed to develop in pupils a genuine love of literature, and an ability to respond to texts personally.		
The curriculum has been designed to enable pupils to deepen their understanding in the 4 domains or fields of knowledge in literature, and to apply the key concepts from each field using disciplinary methods in their writing.		
The curriculum includes a range of ambitious whole texts in different forms and genres, which have been carefully chosen using subject-specific criteria.		
Over time, teachers build pupils' 'readiness' for future encounters with texts and critical views. They do this in a meaningful way so as not to narrow the literature curriculum.		
Teachers introduce pupils to texts that they would not choose to read for themselves, especially from other times and places and with a range of perspectives.		

Assessment

Assessment		
Aspect	RAG Rating	Next Steps
The curriculum breaks learning down into component parts, which are assessed formatively. This enables teachers to identify precisely pupils' misconceptions, gaps and errors. Teachers use information from this assessment to adapt the curriculum.		
Feedback to pupils is specific and provides them with a 'recipe for future action'. Low-stakes assessment of knowledge and retrieval tasks are also used to improve pupils' retention of the content.		
A multi-tiered approach to assessing reading problems leads to accurate identification and diagnosis of difficulties and pupils receive targeted support.		
Teaching focuses on building pupils' prerequisite knowledge rather than on practice for answering examination questions.		

Systems

Systems		
Aspect	RAG Rating	Next Steps
In the early years and key stage 1, leaders prioritise the expert teaching of systematic synthetic phonics.		
Regular, subject-specific CPD focuses on improving disciplinary and pedagogical content knowledge.		