








Implementation & Impact Measures

	How are the specific curriculum stages taught?	Further Information	Planned Stages and End Points	Impact Measured
EYFS	EYFS Framework / Unit Plans	(See Early Years Policy for further details)	ELGs (age related stages)	Continual assessment against ELG's.
Phonics	RWI Phonics Scheme 	Children are divided into small groups and to receive phonics sessions at least 4 x per week that link phonics, reading and writing. Children assessed to be working behind expected stage receive 1:1 tuition from the N/R or KS1 Reading Leaders so that they keep up not have to catch up.	Stages A – J of RWI scheme. (As listed in RWI half termly assessment overview)	Half termly assessments are carried out by our Reading Leaders. Information is used to regroup children and provide immediate support to anyone falling behind so that they keep up rather than have to catch up. Phonics Screening (Year 1 & 2)
Reading Scheme	RWI Bookbag Books 	The RWI Bookbag Book Reading Scheme is used so that reading connects closely to the phonics knowledge pupils are taught.	See phonics above	See phonics above
Reading Comprehension (Explicit Teaching)		RWI Comprehension is implemented from the end of Year 1 and across Year 2. This is a 14-week programme that develops children's fluency and comprehension – the ideal next step for children who have completed Read Write Inc. Phonics. Each Module has specially written texts (one fiction and one non-fiction) that develop children's ability to summarise, infer and retrieve information quickly, as well improving their writing through cumulative vocabulary, grammar and spelling activities.	Each module is assessed & progressed tracked.	RWI Comprehension trackers
Reading	Reading has prioritised across the curriculum with 'key books to be read' added to all new curriculum units, ensuring a broad deeper knowledge across the curriculum. Hooked On Books (A Book Talk Approach) is used across the school.	By using Book Talk children will: <ul style="list-style-type: none"> - Develop Fluency - Have a full understanding of new vocabulary encountered. - Be able to decode words quickly, connecting them to prior knowledge. (STICKY BRAINS!) - Develop a broad and deep vocabulary knowledge. - Draw upon their background knowledge to make sense of the text. 	Book Talk Performance of Reading (Assessment Framework). Year group ongoing expectations.	Year 1 & 2 – ongoing reading assessment through Book Talk sessions using the Book Talk Assessment Framework. Year 2 upwards – Reading Comprehension Assessments

		<ul style="list-style-type: none"> - Read for longer, with greater effort and persistence. - Be repeatedly exposed to vocabulary, gaining depth of word knowledge. 		
Spelling	<p>The Spelling Book and Spelling Rainbows across Year 2.</p> 	<p>All of the concepts, activities and tasks within the Spelling Book have been designed to increase 'stickability' and retention of vocabulary. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities.</p>	<p>Assessed through termly assessments.</p>	<p>Through spelling assessments and implementation in writing lessons. The Spelling Book – Progress checks used to analyse progress.</p>
Writing	<p>The Write Stuff (TWS) approach using the EYFS and KS1 Writing Rainbows. Sentence Stacking is taught.</p> 	<p>A rigorous and sequential approach to the writing curriculum that develops pupils' fluency, confidence and enjoyment of writing.</p>	<p>The Write Stuff (Assessment Framework) – Year group termly expectations.</p>	<p>Moderated assessment writing – marked against TWS assessment framework – once per term.</p>
Maths	<p>Whole school – White Rose Maths</p> 	<p>In White Rose Maths there is an emphasis on the CPA (Concrete-Pictorial-Abstract) approach to embed the learning of mathematical skills. Hence, children are exposed to manipulatives/concrete apparatus, as well as visuals (such as diagrams, part whole models and bar models) before they encounter abstract concepts in Maths. This process enables children to deepen their conceptual understanding of the mathematical skills required to complete increasingly more complex problems. Links to real life scenarios are made as often as possible to contextualise learning, so that children can see the relevance of mathematical skills.</p> <p>We recognise the importance of children being fluent in the four main operations (addition, subtraction, multiplication and division) as the foundation for being competent and efficient mathematicians. General mathematical content is delivered through the Maths White Rose Maths schemes of learning in daily lessons and</p>	<p>End of unit and end of term assessments – with key questions to ensure the children are using and applying their learning.</p>	<p>Half termly assessments carried out and measured against the White Rose Maths Framework.</p>

		incorporates fluency, reasoning and problem solving/investigative tasks throughout the week.		
Science Humanities Art/DT	RSS Skills & Knowledge Overviews, plus information from unit plans	WOW starts and ends enhance subject areas such as dinosaur visits to school, Indian dance workshops, African drumming, planetariums, museum visits, Victorian schools day trips (Holdenby House), Waddesdon Manor, theatre experiences.	Termly end of unit assessments based on Unit Plan teaching & Knowledge Organisers.	Measured against key skills knowledge overviews.
IT	Purple Mash	Our iSafe programme also covers eSafety.	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
Music	Charanga Skills overviews, plus information from unit plans.	All children in Year 2 are taught how to play the recorder. String and brass lessons are offered. Children perform in a wide variety of concerts and sing progressively complex songs – such as unison, round, partner and two part.	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
P.E.	RSS PE. Planning Document	Children are given opportunities to take part in competitive sport.	Key Skills specifically listed within P.E. Scheme	Continuous assessment (against key skills)
R.E.	MK Agreed Syllabus	We have close connections with many places of worship across Milton Keynes.	Knowledge listed per R.E. Unit	Continuous assessment (against specific knowledge)
PHSE/RSHE	Jigsaw & iSAFE 	Plus - Emotional Wellbeing, Emotional Regulation and Emotional Literacy of taught in every year group using The Colour Monster. 	The Jigsaw Puzzles (Specific Content Overview)	My Jigsaw Learning or My Jigsaw Journey