

Camelford Primary School English Skills Progression

English Pathway- ARB

Subject Lead: Jordan Garratt

INTENT:

English is an inspiring, rigorous and practical subject. English encourages children to learn to communicate and express themselves and to learn from others. At Camelford Primary ARB, we encourage children to use their creativity and imagination, to explore stories linking to a range of topics and genres. We aim to, wherever possible, support children to grow a love for books and reading and a desire to express themselves on the page to enable them to become life long learners.

IMPLEMENTATION:

Pupils share a range of stories and books from a variety of genres. They have opportunities to write in a range of different ways across the curriculum. They are encouraged to express themselves, including their wants and needs in effective ways. They are supported to receive information through a range of resources to enable them to engage full in the world around them and play an active role in it.

IMPACT:

We ensure the children:

- develop the creative and practical expertise needed to perform everyday writing, reading, communicating and listening tasks confidently and to participate in their community.
- build and apply a repertoire of knowledge, understanding, skills and vocabulary in order to express their needs and wants and grow a sense of self-worth.

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	Year 1			Year 2			Year 3			Year 4		
	Ourselves (12 weeks) Evolution of Man Science Focus	Our School (12 weeks) Our Community, Our World Geog Focus	Weather & Seasons (12 weeks) Environmental Warrior Science Focus	Toys (12 weeks) Invasion & Rebellion History focus	Spring & Growth (12 weeks) Environmental Warrior Science Focus	Creatures great & small (12 weeks) Evolution of Man Science Focus	Colour & Light (12 weeks) Environmental Warrior Science Focus	Communities & Cultures (12 weeks) Our Community, Our World Geog Focus	On the move (12 weeks) Evolution of Man Science Focus	Journeys (12 weeks) Transport & Railways-British Values History Focus	Houses & Homes (12 weeks) Invasion & Rebellion History Focus	Out & About (12 weeks) Transport & Railways-British Values History Focus
	Developmental skills (speech and language, reading and writing)											
A R B	Modern Stories	Modern Rhymes & Poems	Traditional Stories and rhymes	Traditional stories, poems and rhymes	Modern stories with everyday setting	Non-fiction Information texts	Fantasy worlds stories	Non-fiction letters and recounts	Traditional stories, poems and rhymes	Stories and poems from other cultures	Non-fiction-labels and instructions	Non-fiction invitations and postcards
	Non-fiction	Stories from other cultures	Non-fiction	Non-fiction pictures and captions	Modern rhymes, poems and action verses	Animal stories	Modern rhymes and poems	Stories with familiar settings	Non-fiction including hobbies and posters	Modern rhymes, poems, and action verses	Stories and rhymes with everyday setting	Modern stories

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The following documents detail the Engagement Steps and Primary Steps statements and the progression of skills within each of the given topic areas. Each progression of skills document shows expectations for levels Engagement Steps 1-6 and Primary Steps 1-2+.

How should this be used to help plan learning opportunities?

Teachers must ensure that they use the progression of skills to guide their planning, teaching and assessment. They should inform their planning for each child inline with their level in each subject area. However, due to the fact that we have mixed classes at Camelford ARB, teachers must use their professional judgement.

How can this be used by subject leads and SLT?

Subject Leads and SLT should use the progression of skill statements and subject coverage documents to ensure the correct coverage is happening across the school, at the right times, that the areas being taught are relevant (as per the pathway) and that they are pitched to the right level ensuring challenge. The journey of a child in their time at Camelford ARB should be carefully monitored to ensure their learning is progressive and varied.

Engagement Steps 1-6

Expressive Communication Description

Assessment of Expressive Communication measures intentional and pre-intentional patterns of behaviour and communication which help the pupil get their needs met.

Receptive Communication Description

Assessment of Receptive Communication measures the extent to which a pupil comprehends simple verbal, symbolic and body language.

Fine Motor Operation Description

Assessment of Fine Motor Physical Operation measures the extent to which a pupil controls the precise movements that use the small muscles of the fingers, toes, wrists, lips and tongue.

Primary Steps: 1-3

English: Reading Description

Assessment of Reading measures the extent to which a pupil interacts with stories, received information and reads words on a page

English: Writing Description

Assessment of writing measures the extent to which a pupil controls mark making tools in order to express and communicate their ideas or feelings on the page

English: Spoken Language Description

Assessment of spoken language measures the extent to which a pupil expresses and receives information

*beyond these assessment tools and statements, pupils in ARB would move on to YR1-YR6 statements for assessment found under the same categories on B2 Connecting Steps. We do not currently have pupils in our ARB working close to this level.