

| Key features                                                 | What is in place to encourage strong foundations?                                                                                                                                                                                                                                |
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| <b>Communication and language/ Oracy</b>                     |                                                                                                                                                                                                                                                                                  |
| High quality interactions in EYFS/ Y1                        | ShREC approach                                                                                                                                                                                                                                                                   |
| Opportunities for shared talk                                | Daily nursery rhyme session in YR<br>Joining in with refrains/ vocabulary in Talk through Stories and repeated reads – R/Y1<br>Weekly poetry session – R/Y1                                                                                                                      |
| Explicit teaching of vocabulary                              | Talk through Stories – R/Y1<br>Vocabulary posters within R/Y1 provision to support staff modelling in interactions<br>Teacher modelling new vocabulary and simple definition                                                                                                     |
| Use of conventions of speaking and listening                 | Across school: Stop sign; MTYT; paired partner talk; whole class response strategies (e.g word wave/ popcorn); active listening                                                                                                                                                  |
| Assessment of speech and language needs                      | Infant language link assessments on entry to R and follow up interventions<br>Speech and language referrals/ programmes                                                                                                                                                          |
| <b>Reading</b>                                               |                                                                                                                                                                                                                                                                                  |
| SSP (Floppy Phonics) delivered consistently with fidelity.   | Daily phonics sessions.<br>Pupils grouped to ensure needs met.<br>1:1 interventions to support keeping up.<br>Regular staff CPD to ensure consistent delivery.                                                                                                                   |
| Book choices matched to ability to encourage fluency.        | Decodable books<br>Colour coded class shelves at KS2<br>Older pupils benchmarked to support appropriate book choices.                                                                                                                                                            |
| Strategies in place to develop fluency.                      | Choral reading<br>Echo reading<br>Fluency interventions at KS2                                                                                                                                                                                                                   |
| New vocabulary taught explicitly.                            | Talk through Stories in R/Y1<br>Vocabulary selected and taught in Whole Class and Reciprocal reading sessions Y2 – Y6                                                                                                                                                            |
| Comprehension strategies actively taught                     | Talk through Stories in R/Y1<br>Y2 – whole class reading session 2 x week<br>Y3 - whole class reading session 4 x week<br>Y4-Y6 – whole class Reciprocal reading sessions 4 x week<br>Weekly written comprehension sessions Y4-Y6 (using Crouch's taxonomy of reading questions) |
| Enjoyment of stories fostered.                               | Daily dedicated story-time/ shared reading in all classes<br>Talk through Stories in R/ Y1<br>Favourite Five Selection of books in each class<br>School library visits                                                                                                           |
| Regular 1:1 reading for pupils in EYFS and KS1               | Daily reading for YR and Y1 pupils by staff or volunteers<br>Targeted 1:1 reading for pupils not achieving expectations (Y2 – Y6)                                                                                                                                                |
| Reading is a key weekly homework expectation for all pupils. | Home reading records – staff and parents record reads<br>Clear expectations for home reading (frequency and length of read) – tracked by staff and followed up where insufficient.<br>Raffle tickets to recognise home reading<br>Hall reading around the world challenge        |

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| <b>Writing</b>                                                                                          |                                                                                                                                                                                                                                                      |
| Correct posture ensured                                                                                 | Core strength activities (EYFS)<br>Posters to demonstrate correct posture/ position of paper when writing                                                                                                                                            |
| Correct pencil grip taught                                                                              | Dough disco to develop finger strength<br>Staff model correct grip<br>Use of pencil grippers<br>Posters re correct grip                                                                                                                              |
| Correct letter formation taught                                                                         | Staff modelling within phonics sessions and separate handwriting sessions<br>Part of basic writing criteria teachers assess any written tasks against in R/KS1<br>Posters displayed in all classrooms                                                |
| Handwriting expectations consistent across school                                                       | Separate handwriting sessions based on handwriting families – daily in Y1; twice weekly in Y2 – Y4<br>Handwriting intervention groups in KS2 as needed<br>Use of handwriting paper stuck in exercise books at KS2                                    |
| Clear approach to spelling                                                                              | Floppy phonics – segmenting to spell<br>Focus on spelling of common exception words<br>Use of dictation within phonics and spelling sessions<br>Marking and fix-its of previously taught spellings                                                   |
| Focus on composition of sentences                                                                       | Oral rehearsal of sentences<br>Floppy phonics routines (pull down sounds)<br>Use of sound recorders as support tool (as needed)<br>Talk for writing embedded across school – oral rehearsal of texts; imitating; innovating; independent application |
| <b>Maths</b>                                                                                            |                                                                                                                                                                                                                                                      |
| Correct number formation                                                                                | Posters re number formation; teachers correct within marking                                                                                                                                                                                         |
| Clear expectation for recording (e.g 1 number per square)                                               | Squared maths books used (smaller squares as pupils get older)                                                                                                                                                                                       |
| Emphasis on development of number sense                                                                 | Use of Mastering number at EYFS and KS1; use of KS2 Mastering number (Y4)<br>Use of IT programs: Numbots, White Rose 1 minute maths, TT Rockstars                                                                                                    |
| Manipulatives used to enhance understanding                                                             | Teachers model use; pupils use when directed; pupils begin to choose own manipulatives<br>Variety of manipulatives e.g rekenrek, number blocks, numicon, Dienes, double sided counters                                                               |
| Mathematical vocabulary taught and understood                                                           | Sentence stems used to encourage use of mathematical vocabulary<br>Agreed vocabulary for calculations displayed in classrooms                                                                                                                        |
| Staff ensure pupil understanding before pupils move on to new learning                                  | White Rose maths supplemented with other resources                                                                                                                                                                                                   |
| Agreed representations and memory aids in place to support pupils to secure knowledge and understanding | Maths guidance documents detail appropriate strategies/ representations – consistency of use<br>Consistency of displays in classrooms                                                                                                                |
| <b>Pedagogy</b>                                                                                         |                                                                                                                                                                                                                                                      |
| Planned play opportunities focussed on learning                                                         |                                                                                                                                                                                                                                                      |
| High quality interactions in R/Y1                                                                       | ShREC approach                                                                                                                                                                                                                                       |
| Reduction of cognitive load                                                                             | Familiar routines for active engagement                                                                                                                                                                                                              |
| Careful seating of pupils                                                                               | Children who struggle to attend closest to teacher                                                                                                                                                                                                   |
| Use of baseline and ongoing assessments                                                                 |                                                                                                                                                                                                                                                      |

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| <b>Assessment</b>                                    |                                                                                                                                                                                                                                               |
| Use of marking                                       | EYFS and KS1 – foundational writing criteria marked against<br>KS2 – writing star used where needed<br>Fix-its – pupils acting on feedback<br>Previously taught common spelling mats for teacher use in marking<br>Spelling bookmarks – Y2-Y6 |
| Use of summative assessments                         | YR – emphasis on professional judgement<br>Assessment grids with key knowledge to support checking and revisiting<br>Formal assessments twice a year (Y1 – Y6)                                                                                |
| Effective transition in place                        | Summer term transition staff meeting<br>Transition prompt sheet re key areas for discussion/ sharing information<br>Transition proformas for SEN pupils<br>Use of pupil passports if needed                                                   |
| <b>Personal Development, behaviour and attitudes</b> |                                                                                                                                                                                                                                               |
| High expectations for all children                   |                                                                                                                                                                                                                                               |
| Routines in place                                    | Start of day routine: Journaling; breathing; positive affirmations                                                                                                                                                                            |
| Clear behaviour expectations                         | Golden Rules displayed in all classes and reinforced by all staff<br>Motto – Be the best that you can be<br>Individual support plans where needed                                                                                             |
| Promotion of fundamental learning characteristics    | Millhouse learning heroes – bespoke story to introduce characters/ display in classrooms and hall/ weekly certificates                                                                                                                        |