

SUNDERLAND RESPONSE TO COVID-19

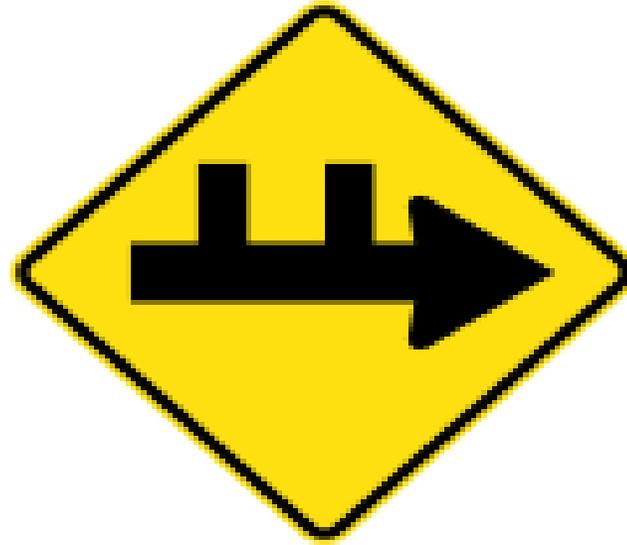
Pathways to Progress in English

Taking formative assessment to curriculum and provision planning for English (phonics, reading and writing).

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Pathways



Link between formative assessment, curriculum content, QFT and interventions.

The following pages are suggested *pathways* for teachers to follow to support appropriate curriculum planning in the autumn term of 2020 following Covid-19 and partial closures of schools. It assumes the school has already adopted the Sunderland Long Term Planning for English and the stand-alone reading lesson and must be used in conjunction with these documents.

The *pathways* also refer to “Ready to Progress” catch-up criteria and the merged curriculum for reading. These documents will need to be used alongside the pathway guidance.

Year 1 **Pathway** for phonics and reading.

Main assessment : **School's chosen phonics programme assessment**

Secure in Phase 2, 3 and some aspects of 4

Develop fluency through reading yellow and above banded books , review Phase 2,3 and 4 sounds in spelling. Start Phase 5. Draw on Year 1 objectives and the merged curriculum from Year 1 reading LTP to ensure challenge in vocabulary and comprehension. Ensure opportunities for reasoning about what is read and higher-order comprehension.

Secure in Phase 2 and some of Phase 3.

Use school's own phonics programme to assess which sounds need to be learnt from Phase 3 and assess if any of Phase 4 has been learnt. Identify phonically decodable books to support application of known sounds and new ones. Revise Phase 3 and 4 before starting Phase 5. Consider additional phonics sessions (perhaps whole class). Started merged curriculum from the reading Year 1 reading LTP.

Not yet secure in Phase 2 phonics. Limited ability to blend and segment.

Use own phonics programme to identify gaps in learning and establish which phase the pupil is working in. Ensure plenty of opportunities for Phase 1 phonics and activities to support phonological awareness. Ensure oral blended is secure. Intervention probably needed: Consider 1:1 reading or small group work using principles of Reading Recovery. Ensure appropriate phonically decodable books are provided alongside ones suitable for developing blending e.g. Little Blending books.

Year 1 **Pathway** for writing.

Assessment : Independent piece of writing and “Ready to Progress : Catch-up Checker”

Meeting most of the “Ready to Progress” Criteria

Follow Year 1 LTP ensuring opportunities for GDS through transformed pieces of writing and application of GDS elements.

Meeting some of the “Ready to Progress” Criteria

Follow LTP and use Guided Writing within lessons to cover gaps in learning. Provide some opportunity for transforming writing with more focus on re-drafting for application of expected skills and corrections.

Not Ready to Progress

Review independent writing and note which skills the pupil has. Agree if intervention is needed. Consider 1:1 or small group intervention focusing on brave attempts at application of phonics, oral rehearsal in preparation for writing and basic letter formation.

Year 2 **Pathway** for phonics and reading.

Main assessment : **Phonics Screening Check**

Strong Pass

Develop fluency through reading orange and above books, review Phase 5 sounds in spelling. Start Phase 6. Draw on Year 2 objectives to ensure challenge in vocabulary and comprehension. Ensure opportunities for reasoning about what is read and higher-order comprehension.

Passed or nearly passed

Use school's own phonics programme to assess which sounds need to be learnt. Identify phonically decodable books to support application of known sounds and new ones. Start Phase 6 alongside revision of Phase 5. Consider additional phonics sessions (perhaps whole class) until PSC standard is met.

Not near standard

Use own phonics programme to identify gaps in learning and establish which phase the pupil is working in. Intervention needed: Consider 1:1 reading or small group work using a programme like Project X Code. Revise Phase 3 alongside Phase 4 and Phase 5. Ensure appropriate phonically decodable books are provided alongside ones suitable for developing blending e.g. Little Blending books.

Year 2 **Pathway** for writing.

Assessment : Independent piece of writing and “Ready to Progress : Catch-up Checker”

Meeting most of the “Ready to Progress” criteria

Follow Year 2 LTP ensuring opportunities for GDS through transformed pieces of writing and application of GDS elements.

Meeting some of the “Ready to Progress” criteria

Follow Year 2 LTP and use Guided Writing within lessons to cover gaps in learning. Provide some opportunity for transforming writing with more focus on re-drafting for application of expected skills and corrections.

Not Ready to Progress

Review independent writing and note which skills the pupil has, cross reference against KPIs for lower year groups. Agree if intervention is needed. Consider 1:1 or small group intervention with a focus on basic sentence structure and associated punctuation and application of phonics to support spelling.

Year 3 **Pathway** for phonics and reading.

Main assessment : **Standardised reading test** that gives reading age, comprehension and phonics age e.g. Pera, NFER or Star Test

Reading / phonics and comprehension age of 7.5 and above.

Develop fluency through reading white and above banded books and a range of fiction and non-fiction including those with archaic language. Review early stages of Phase 6 in spelling. Draw on Year 3 objectives from the merged curriculum in the Year 3 LTP for reading to ensure challenge in vocabulary and comprehension. Ensure opportunities for **reasoning** about what is read and higher-order comprehension.

Reading age 6.5-7.5

Consult the phonics section of the reading assessment carefully to check for security with each phase of phonics. Work quickly to fill gaps in phonics knowledge and understanding. Consider a range of techniques to support reading fluency and confidence e.g. echo reading, choral reading and buddy reading. Select texts from appropriately banded / levelled books.

Draw reading objectives from Year 3 merged curriculum LTP for reading but consider how scaffolding can be used to support pupils to reach expectations.

Reading age less than 6.5

Further assess using the Phonics Screening Check to establish which areas of the phonics curriculum need additional support. Consider interventions such as Project X Code or small group additional phonics sessions to address gaps in learning. Ensure pupils have access to a good range of fiction and non-fiction phonically decodable books. For reluctant readers consider texts such as Hero Academy. Draw on statements from the Year 1 and 2 reading assessment to ensure pitch and progression of learning in reading and comprehension activities.

Year 3 **Pathway** for writing.

Assessment : Independent piece of writing and “Ready to Progress” Catch-up Checker.

Meeting most of the “Ready to Progress” criteria

Follow Year 3 LTP ensuring opportunities for GDS through transformed pieces of writing and application of GDS elements.

Meeting some of the “Ready to Progress” criteria

Follow Year 3 LTP and use Guided Writing within lessons to cover gaps in learning. Provide some opportunity for transforming writing with more focus on re-drafting for application of expected skills and corrections.

Not Ready to Progress

Review independent writing and note which skills the pupil has, cross reference against KPIs for lower year groups. Agree if intervention is needed. Consider 1:1 or small group intervention with a focus on accuracy in basic sentence structure and writing with coherence e.g. 1stclass@writing Pirate Writing Crew or Catch-up Literacy.

Year 4 **Pathway** for reading.

Main assessment : **Standardised reading test** that gives reading age, comprehension e.g. Pera, NFER or Star Test

Reading age 8yrs and above

Develop fluency through reading brown and above banded books and a range of fiction and non-fiction including those with archaic language. Draw on Year 4 objectives from the merged curriculum in the Year 4 LTP for reading to ensure challenge in vocabulary and comprehension. Ensure opportunities for **reasoning** and investigations linked to reading and activities that need higher-order comprehension.

Reading age between 7-8yrs

Consider a range of techniques to support reading fluency and confidence e.g. echo reading, choral reading and buddy reading. Select texts from appropriately banded / levelled books. Develop opportunities for investigations linked to reading and rich dialogue around what is read.
Draw reading objectives from Year 4 merged curriculum LTP for reading but consider how scaffolding can be used to support pupils to reach expectations.

Reading age less than 7yrs

Consider interventions such as Project X Code or small group additional phonics sessions to address gaps in learning. Ensure pupils have access to a good range of fiction and non-fiction phonically decodable books if they have a reading age below 7. For reluctant readers consider texts such as Hero Academy. Provide opportunities for high quality daily 1:1 reading session. Draw on statements from the Year 2 and 3 reading assessment to ensure pitch and progression of learning in reading and comprehension activities.

Year 4 **Pathway** for writing.

Assessment : Independent piece of writing and “Ready to Progress” Catch-up Checker.

Meeting most of the “Ready to Progress” criteria

Follow Year 4 LTP ensuring opportunities for GDS through transformed pieces of writing and application of GDS elements.

Meeting some of the “Ready to Progress” criteria

Follow Year 4 LTP and use Guided Writing within lessons to cover gaps in learning. Provide some opportunity for transforming writing with more focus on re-drafting for application of expected skills and corrections.

Not Ready to Progress

Review independent writing and note which skills the pupil has, cross reference against KPIs for lower year groups. Agree if intervention is needed. Consider 1:1 or small group intervention with a focus on writing for purpose and application of appropriate vocabulary and grammar features e.g. 1stclass@writing Dragon Hunters

Year 5 **Pathway** for **reading**.

Main assessment : **Standardised reading test** that gives reading age, comprehension e.g. Pera, NFER or Star Test

Reading age 9 or above

Develop fluency through ensuring pupils read a good range of texts including a range of non-fiction and poetry. Ensure reasoning activities are fully embedded within reading sessions to make certain pupils are applying high order reading skills. Follow the Year 5 merged curriculum for stand alone reading lessons. Develop conversations about texts and independent exploration of themes and conventions.

Reading age between 8 and 9yrs

Ensure pupils are reading a wide range of texts, including non-fiction and work to build confidence and fluency. Consider a programme like Reading Plus to provide some additional practise. Follow the Year 5 merged curriculum for stand alone reading lessons ensuring additional coverage of weaker areas of the reading domains in guided reading groups.

Reading age below 8yrs

Intervention needed: Consider Reading Plus or equivalent for development of fluency. High quality, daily 1:1 reading is essential to support catch up. For pupils significantly behind (reading age of below 8) consider Fresh Start Phonics or Project X Code.

Year 5 **Pathway** for writing.

Assessment : Independent piece of writing and “Ready to Progress” Catch-up Checker.

Meeting most of the “Ready to Progress” criteria

Follow Year 5 LTP ensuring opportunities for GDS through transformed pieces of writing and application of GDS elements.

Meeting some of the “Ready to Progress” criteria

Follow Year 5 LTP and use Guided Writing within lessons to cover gaps in learning. Provide some opportunity for transforming writing with more focus on re-drafting for application of expected skills and corrections.

Not ready to progress

Review independent writing and note which skills the pupil has, cross reference against KPIs for lower year groups. Agree if intervention is needed. Consider 1:1 or small group intervention such as 1stclass@writing, NTP or Fresh Start Phonics to support spelling.

Year 6 **Pathway** for reading.

Main assessment : **Standardised reading test** that gives reading age, comprehension e.g. Pera, NFER or Star Test

Reading age 10 and above

Develop fluency through reading dark red and above banded books / free texts and a range of fiction and non-fiction including those with archaic language and deliberately resistant texts with non-linear structures. Draw on Year 6 objectives from the merged curriculum in the Year 6 LTP for reading to ensure challenge in vocabulary and comprehension. Ensure opportunities for **reasoning** and investigations linked to reading and activities that need higher-order comprehension.

Reading age between 9 and 10yrs

Consider a range of techniques to support reading fluency and confidence e.g. echo reading, choral reading and buddy reading. Select texts from appropriately banded / levelled books for reading age. Develop opportunities for investigations linked to reading and rich dialogue around what is read.

Draw reading objectives from Year 6 merged curriculum LTP for reading but consider how scaffolding can be used to support pupils to reach expectations.

Reading age less than 9yrs

Consider interventions to support reading fluency such as Reading Plus. If there are obvious gaps in learning with phonics consider Fresh Start phonics. Provide opportunities for high quality daily 1:1 reading. Draw objectives from the merged curriculum for Year 5 and Year 6 and focus on the retrieval, fluency and vocabulary domains.

Year 6 **Pathway** for writing.

Assessment : Independent piece of writing and “Ready to Progress” Catch-up Checker.

Meeting most of the “Ready to Progress” criteria

Follow Summer Term Year 5 LTP and then Year 6 or a blended approach of both ensuring opportunities for GDS through transformed pieces of writing and application of GDS elements.

Meeting some of the “Ready to Progress” criteria

Follow Summer Term Year 5 LTP and then Year 6 or a blended approach of both and use Guided Writing within lessons to cover gaps in learning. Provide some opportunity for transforming writing with more focus on *re-drafting for application* of expected skills and corrections.

Not ready to progress

Review independent writing and note which skills the pupil has, cross reference against KPIs for lower year groups. Take writing tasks from the LTP but use KPI's from lower year groups to focus selection of appropriate learning objectives. Agree if a specific intervention is needed. Consider 1:1 or small group intervention . Focus on securing the WTS standards from the Teacher Assessment Framework (or pre-stage standards) to ensure security with basic skills before progressing.