

Building knowledge in the core subjects

- ▶ Whole school long term planning
 - ▶ Curriculum starts in Early Years
 - ▶ Agreed by whole staff
 - ▶ Essential knowledge
 - ▶ Working towards endpoints
- ▶ Medium term and daily planning
 - ▶ Working memory
- ▶ Knowledge checks
 - ▶ Prior to unit of essential knowledge
 - ▶ Mini knowledge checks
 - ▶ Revisits (2, 6 and 12 week intervals)

Building knowledge in maths

Updated August 2021	Maths Essential Knowledge						
Embedding our learning culture Being just	Curricular Goal: Know how to use fluency in maths to reason and solve problems KS1: How can I show that I know how to use my knowledge of maths to reason and solve problems? KS2: How can I demonstrate that I know how to use fluency in maths to reason and solve problems?						
Safe <ul style="list-style-type: none"> positive attitudes to learning Achieving <ul style="list-style-type: none"> alteration in LTM building knowledge including knowledge checks and low stakes quizzes building confidence high expectations Nurtured <ul style="list-style-type: none"> dialogic approach learning from mistakes Included <ul style="list-style-type: none"> pupils supported to meet endpoints Responsible Respected <ul style="list-style-type: none"> development of interpersonal skills: the whole child 	Component 1: Know numbers and place value of numbers						
	Reception Essential knowledge	Year 1 Essential knowledge	Year 2 Essential knowledge	Year 3 Essential knowledge	Year 4 Essential knowledge	Year 5 Essential knowledge	Year 6 Essential knowledge
	Know objects, actions and sounds can be counted: <ul style="list-style-type: none"> one to one principle (one number for one object) stable order (numbers said in certain order) cardinal principle (last number said is total) Know visual representations of numbers up to 5: <ul style="list-style-type: none"> subitise (recognise objects without counting) up to 5 Know the order of numbers from 0 - 10: <ul style="list-style-type: none"> count aloud forwards and backwards number recognition 	Know numbers to 100 <ul style="list-style-type: none"> build knowledge of counting forwards and backwards from zero, one and any given number 	Know numbers to 100 <ul style="list-style-type: none"> build knowledge of counting forwards and backwards from any number in steps of 2, 3 and 5 build knowledge of counting in 10 from any number forwards and backwards 				
			Know Roman numerals up to 31	Know Roman numerals to 100 (I to C) Know the number system has changed over time to include: <ul style="list-style-type: none"> zero place value 	Know Roman numerals to 1,000 (M) <ul style="list-style-type: none"> apply knowledge to recognise years written in Roman numerals 		
	Know base 10 to say, read and write numbers up to 100	Apply knowledge of base 10 to say, read and write numbers up to 100	Know base 10 to say, read and write numbers to 1,000 (importance of comma)	Know base 10 to say, read and write numbers to 10,000 (importance of comma)	Apply knowledge of base 10 to say, read and write numbers to at least 1,000,000	Apply knowledge of the number system to say, read and write any whole/decimal number	

Number and Place Value Essential Knowledge

Should know:	New knowledge:
Maths: objects can be counted	1. Count up and down from any number.
Maths: objects can be used to make numbers to 10	2. Base 10 is used to say, read and write numbers to 100.
	3. Two-digit numbers can be partitioned into tens and ones.
Maths: compare numbers up to 10	4. Compare two-digit numbers using maths key words.
Maths: greater than, less than, more than	5. 1 more and 1 less than two-digit numbers.
Maths: order numbers to 20	6. Order two-digit numbers.

Knowledge Check 1:

Knowledge Check 2:

Knowledge Check 3:

Knowledge Check 4:

Reception Essential Knowledge check: Number and place value - know numbers to 100

Fluency

1) Oral assessment (to 20)

Count forwards from:	
0	

2) Oral assessment (from 20)

Count backwards from:	
20	

Reasoning

3) Sam counts forwards: 0 1 2 3 4 5 6 7 8 10 11 12 13 14

Is he right? Yes / No

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4) Bob counts backwards: 14 13 12 10 9 8 7 6 5 4 3

Is he right? Yes / No

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Problem Solving

5) Ann starts at 3 and counts on three. What number does she get to?

Year 1 Essential Knowledge check (1): Number and place value - know numbers to 100

Fluency

1) Oral assessment

Count forwards from:	
0	
15	
67	

2) Oral assessment

Count backwards from:	
20	
85	
100	

Reasoning

3) Sam counts forwards: 35 36 37 38 39 40 42 43 44 45

Is he right? Yes / No

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4) Bob counts backwards: 82 81 80 70 71 72 73

Is he right? Yes / No

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Problem Solving

5) Emma starts at 48 and counts on six. What number does she get to?

Building knowledge in English

All staff agreed on reading and comprehension strategies.

Reading and Comprehension Strategies

Reading: decoding and sight reading words

- Sound out
- Recognise and locate graphemes and tricky words
- Track with finger
- 'Chunk' or 'chop' words
- Look for words in words
- Use the picture
- Skip the word, read the rest of the sentence then come back to it
- Re-read the sentence
- Listen to check it makes sense
- Try different vowel sounds

(Appropriate reading strategies displayed in classrooms)

Comprehension

- Look up/find out meanings of unfamiliar words
- Contextual understanding - using blurb to understand genre, characters, plot etc.
- Locate key words (e.g. words from questions) then read around to find the answer or clues
- Skimming - rapid reading of text to be able to quickly gain meaning (a summary)
- Scanning - rapid reading in order to gain specific information

Strategies continually taught during 1:1 reading, guided/group reading and other reading opportunities across the curriculum.

Explicitly taught comprehension skills in guided/group reading sessions: questioning, visualising, clarifying, inferring and predicting and summarising.

Extract from reading rationale

- Guided/group reading books

Guided reading books are chosen to align with children's phonics ability. Pearson's Bug Club books are used in adult guided sessions and are chosen to match the readers' phonics ability and allow opportunity for the explicit teaching of reading (decoding and comprehension) in small groups orally and in written independent forms. As children become more independent and participate in group reading comprehension, the books/texts chosen are matched to the children's reading ability. They access the text as an independent group and demonstrate their comprehension skills in written form. These books/texts are chosen based on Pearson's Bug Club reading scheme book bands (year group and term) and guided by the Lexile Range.

Extract from reading rationale

Guided reading/Group reading comprehension

Across the school, reading is taught every day. In KS1 and KS2, children participate in daily and weekly group reading comprehension. In EYFS, daily and weekly guided reading sessions begin in spring term. Across school in the first instance, children are taught comprehension skills; questioning, visualising, clarifying, inferring/predicting and summarising (see reading progression document). These skills are taught within the autumn term and then applied throughout the year. This approach allows us to build on knowledge and diagnose misconceptions. For example, when teaching children how to summarise, this may flag up particular children who read with fluency however need additional support when finding the main idea of the text. Alongside this, children are taught reading and comprehension strategies (see agreed reading/comprehension strategies). All strategies and skills are reinforced and applied at any reading opportunity across the whole curriculum.

All guided and group sessions begin by addressing vocabulary and discussing the prior knowledge of the content required. For example, if a group are reading a non-fiction book about camouflage, the children need time to activate prior knowledge of the content and explore unfamiliar vocabulary prior to reading the text. The unfamiliar and/or subject specific vocabulary is recorded on the 'what do words mean?' display and in the children's vocabulary books. This vocabulary is addressed again during vocabulary lessons at the end of the week.

Guided reading/Group reading comprehension

Guided reading is adult led in EYFS and KS1. Children transition to group reading in year 2 and 3. Guided reading may remain appropriate for some children including SEND children throughout EYFS, KS1 and KS2.

During guided reading, children work in small groups (driven by ability) and read the text together. This can be a combination of the adult modelling to the children, children reading in turn and supporting one another or children reading independently, aloud or quietly. The book is carefully chosen to align to children's phonics ability. Children orally answer questions about the text. In the first autumn half term, these questions specifically focused on a particular comprehension skill. Throughout the rest of the year, these questions will check children's knowledge and application of all comprehension skills. In KS1, guided reading involves a carousel system. When children are not reading with an adult, they participate in purposeful phonics or comprehension consolidation tasks. This includes tasks such as, applying irregular words/tier two vocabulary to sentence writing and matching captions and pictures to consolidate previously learned phonemes.

As children become more fluent and independent readers, they transition into group reading. They work collaboratively in groups to read the book/text suitable to their ability and answer variations of comprehension questions in written form. In the first instance, children work in mixed ability groups. When the comprehension skills have been taught, children then apply these skills in appropriate ability groups. The book is carefully chosen to align to children's reading ability but also to provide an effective level of challenge and extend children's reading capabilities.

In KS2, choice of book/text is supported by using the Lexile Range and Pearson's Bug Club reading scheme. Questioning (oral and written) during guided and group reading sessions are based on Bloom's Taxonomy to ensure questioning is appropriately targeted.

Any child that is significantly working towards or exceeding expectations and is therefore unable to work within a group of children of similar ability, work individually during these sessions (supported or independently) to ensure their needs are being met.

Reading progression document

Component 3: Know the vocabulary of questioning			
Answers to questions to show their understanding of what has been read to them (Bloom's taxonomy)		Answers to questions to show their understanding of what has been read based on the text and referring to a specific section (Bloom's taxonomy)	
Questions to answers to show their understanding of what has been read (who, what, where, when, why and how and consider Bloom's taxonomy)			
Component 4: Know which vocabulary in the text enables us to visualise			
The key vocabulary to describe a character and/or setting of a story using picture cues	The key vocabulary (words and phrases) from the text that describe a character and/or setting of a story For example, noun phrases and adjectives such as 'the woods are deep, dark and scary' 'the witch has a tall, pointy hat'	The key vocabulary (words, phrases, language features) that the author has used and the intended impact on the reader For example, 'the author has used this simile so the reader can picture how sharp his claws are'	
For example, adjectives such as happy, surprised, scary			
Component 5: Know how to use vocabulary from the text to clarify			
		What opinion and fact means 'A fact is something that is known to be true. An opinion is a view or what	Facts and opinions within texts For example, 'it is a fact that the tower was built in March and it is the author's opinion that it was ugly and bad for the surrounding area'

Extract from English rationale

In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. At Askwith Primary school, our planning and teaching builds on children's knowledge. This allows opportunity for deliberate practice, e.g. use of grammatical, structural and linguistic features in writing. We ensured that knowledge checks including connected knowledge address any areas where gaps in knowledge may have occurred.

Composition and transcription progression document

Reviewed July 2021	English: Composition and Transcription Essential Knowledge						
Embedding our learning culture	Curricular Goal: Know how to write for a range of purposes KS2: How can I show that I can write for a range of purposes? KS1: How can I show that I can write for different reasons?						
Safe online safety positive attitudes to learning visits	Component 1: Know how to plan						
	Reception Essential knowledge	Year 1 Essential knowledge	Year 2 Essential knowledge	Year 3 Essential knowledge	Year 4 Essential knowledge	Year 5 Essential knowledge	Year 6 Essential knowledge
Achieving alteration in LTM building knowledge including knowledge checks and mini knowledge checks building confidence high expectations	The order of given picture prompts to show the structure of a piece of writing with adult support	The order of independently created picture prompts to show the structure of a piece of writing and what they are going to write about (orally)	The structure and key vocabulary of a piece of writing recorded on a given planning map	The structure, key vocabulary/phrases and grammatical features of a piece of writing recorded on an independently created planning map		The structure, key vocabulary/phrases and grammatical features of a piece of writing recorded on an independently created planning map <ul style="list-style-type: none"> the audience for and purpose of the writing, selecting the appropriate form ideas that are derived from their own reading and research 	
Nurtured dialogic approach learning from mistakes	Component 2: Know how to draft and construct a piece of writing						
	The composition of a sentence orally	The composition of a simple sentence orally	The composition of simple and compound sentences orally	The composition of simple, compound and complex sentences orally (including dialogue)			
	There are spaces between words	Spacing between words must reflect the size of the letters					

development of cultural capital: enhancements	Punctuation for simple sentence structures	Punctuation for sentence structures	Punctuation for sentence structures				
Included pupils supported to meet endpoints	<ul style="list-style-type: none"> capital letter for the start of sentences, capital letter for their name capital letter for 	<ul style="list-style-type: none"> capital letters for the start of sentences, proper nouns, days and months and personal pronoun 'I' full stops 	<ul style="list-style-type: none"> capital letters full stops question marks exclamations for exclamation and effect 				
Respected excellent attitudes							

Building knowledge in Early Years

- ▶ Curriculum starts in Early Years (whole school LTP)
- ▶ How we build knowledge is the same as the rest of school, but what that looks like is slightly different because of the age of the children
 - ▶ 1:1 knowledge checks
 - ▶ Recorded by an adult unless appropriate for children to write
 - ▶ Verbal mini knowledge checks
 - ▶ Daily recaps in learning



▶ Phonics

- ▶ Reception start - baseline check
- ▶ Start teaching - whole class
- ▶ Daily ongoing assessments
- ▶ End of unit (end week)
- ▶ End of unit 3 - summative check
- ▶ End of phase
- ▶ Nurture groups

Phonics Essential Knowledge

Term	Week	Nursery	Reception			Year 1			Year 2		Year 3
		Phonological awareness	Phonemes	High frequency decodable words	Irregular words	New grapheme-phoneme correspondences for reading	Alternative spellings for each phoneme	Irregular/high frequency words	Phonic rules	Irregular/high frequency words	
Autumn 1	Ongoing deliberate practice	Alphabetic order <ul style="list-style-type: none"> lower and uppercase letters correspond to each other 	Phonological awareness Alphabetic order <ul style="list-style-type: none"> lower and uppercase letters correspond to each other letter names (alphabet) Oral blending and segmenting <ul style="list-style-type: none"> words and sentences (daily routines) 			Consolidation: phase 2-4 Alphabetic order <ul style="list-style-type: none"> lower and uppercase letters correspond to each other letter names (alphabet) 			Consolidation: PGC and word recognition from Reception and Year 1		
		Phase 1	Phase 2			Phase 5			Phase 6		
	1		Entry assessment: s a t p i n m d			Knowledge check 3 (from Reception) <ul style="list-style-type: none"> Repeat phase 2 - 4 phase end assessments including spelling irregular words to phase 3 Read and spell all HFW up to phase 4 Consolidation, misconception/gaps in knowledge addressed 			Knowledge check 3 (from Y1) <ul style="list-style-type: none"> Assessment sheets 8 & 9 Assessment sheets 10 & 1 Phase 5 assessment Read and spell first 100 HFW 		Consolidation of units 13-30 based on outcomes of baseline assessment
	2		Unit 1: s a t p	as, at	-	Unit 13: wh ph	w wh f ph	oh, their, people	Unit 28: suffix morphemes inn.ed	clearing, gleaming, rained, mailed	
	3		Unit 2: i n m d	an, it, in, is, dad	-						
	4	Unit A lesson 1 Text: A Wet Walk Focus: develop listening skills and be sound detectives	Unit 3: g o c k	can, on, not, got	to	Unit 14: ay a-e igh ex ei (long a)	gi ay a-e igh ex ei	Mr, Mrs, Ms			
	5		<ul style="list-style-type: none"> Unit 3 assessment: s a t p i n m d g o c k Consolidation 			Unit 15: ea e-e ie ex y (long e)	ee ea e-e ie y ex ee	looked, called, asked	Unit 29: plural morphemes s es	men, mice, feet, teeth, sheep	
6	Unit A lesson 2 Text: A Wet Walk Focus: practise oral blending	Unit 4: ck e ur	mum, up, get	the, no, go	Unit 16: ie i-e y i (long i)	iah ie i-e y i ex	water, where				

Building knowledge for SEND children

- ▶ Children who have additional needs follow the National Curriculum
 - ▶ Depending on the nature of the additional need, this may be personalised for individual children
- ▶ Granular steps of essential knowledge outlined in the curriculum may be too large for children with additional needs
 - ▶ Personalised endpoints are created which are tailored to the needs of each individual child
- ▶ Progress is tracked against these endpoints

Any questions?

