

## Back on Track: English

The Herts for Learning Primary Back on Track English Resource Suite aims to support English Subject Leaders and teachers to prepare for the effective delivery of the English curriculum upon wider school opening, ensuring that key skills are prioritised and taught within rich and engaging contexts.

Please note: This package outline has been updated to include the new resources added for 2021.

### Resource contents

Contents:	Detail:
<b>Generic Progress Pathway</b>	<p>The Progress Pathways exemplify the unit plans available for each year group and specify the order in which they should be delivered, as well as suggested timescales for delivery. Alongside the unit plan schedule, the documents indicate other activities that might take place at various points across the autumn term to secure wider English skill acquisition.</p> <p>The Generic Progress Pathway document provides Subject Leaders with an overview of how the units develop across the 23 weeks.</p>
<b>*New for 2021*</b> <b>Condensed Progress Pathway</b>	<p>This resource is an alternative to the original Generic Progress Pathway, which lays out the Back On Track journey over a 23 week period. This condensed version has been produced for schools who plan to begin the pathways in summer term 2021. The pathway has been condensed to ensure that pupils are provided with the learning opportunities that are most likely to get them Back on Track to working confidently within their year groups Programme of Study before ending this academic year.</p>
<b>Progress Pathways</b> (for each of years 1-6)	<p>The Progress Pathway document exemplifies the unit plans available for the year group and specifies the order in which the units should be delivered, as well as suggested timescales for delivery. Alongside the unit plan schedule, the document indicates other activities that might take place at various points across the autumn term to secure wider English skill acquisition.</p>
<b>*New for 2021*</b> <b>Condensed Progress Pathways for Spelling with Online Links</b>	<p>The condensed spelling pathways have been designed to further support with the re-prioritisation of the curriculum. 4-5 key spelling objectives have been identified for each year group in Years 2-6, helping teachers to ensure that they are focusing on the high-value aspects of learning from the spelling Programme of Study. In addition, links to support with remote teaching of these key aspects have been added.</p>
<b>Back on Track: Writing Priorities (Strand Tracker)</b>	<p>This document identifies and highlights the key skills that pupils will benefit from focusing on in the autumn term. The document identifies these skills within a continuum so teachers are able to see the knowledge and skill that precedes the focus skill. The Focused</p>

	English Plans (available within each year group package) align with the key skills identified on the strand tracker.
<b>*New for 2021*</b> <b>Back on Track: Writing Priorities (with Online Learning Links)</b>	This document is an update to the one listed above. In this new version, links to online learning resources have been added. In addition, the resource directs teachers towards the linked module within the CPD Grammar resource (see below), ensuring that teachers are able to develop the subject knowledge that they need to teach the priority areas with confidence.
<b>Leadership Training CPD</b> (for English Subject Leaders)	Approximately one-hour pre-recorded webinar session.  This CPD session is designed for English Subject Leaders and includes information about the full suite of resources for each year group and how these should be used. This training session also offers a detailed outline of the thinking underpinning this offer, ensuring that Subject Leaders understand the scope and intention of the support package.
<b>Year group training CPD</b> (individual sessions for each of years 1-6)	Approximately 60 minute pre-recorded webinar sessions.  This CPD session includes information about the suite of resources for the specified year group and how these should be used. This training session also contains key additional information relevant to each year group.
<b>3 x whole school Explore and Engage units</b>	Each plan is book-based and is intended for use across all year groups. Each plan incorporates opportunities to engage pupils in spoken language activities, as well as text exploration and engagement tasks. The plans allow for writing opportunities intended to re-build writing stamina. The choice of three plans allows schools to choose which text-based unit most appeals. The remaining plans could be used as the stimulus for a whole-school unit later in the term or year.
<b>3 x Focused English Plans (FEPs)</b>  (per year group for years 1-6)	Each FEP is book-based and is intended to address a key skill identified from the Prioritised Strand Tracker (see the Leadership package for details of this resource). The plans include opportunities for reading, writing and spoken language development, with a recurring emphasis on the development of one aspect of key learning relating to the grammar Programme of Study. The plans allow for exploration of prior learning to ensure that the key skill is developed upon strong foundational knowledge.
<b>1 x 'Love That Book' Detailed English Plan (DEP)</b>  (per year group for years 1-6)	The Herts for Learning Detailed English Plans (DEPs) are an existing resource that are designed to provide rich, engaging and ambitious teaching sequences for each year group. The Love That Book DEPs are designed to bring together learning from across the year group's Programme of Study and provide opportunities to apply that learning in the context of reacting and responding to a quality text.

<p><b>2 x Re-prioritised Detailed English Plans (DEPs)</b></p> <p>(per year group for years 1-6)</p>	<p>The Herts for Learning Detailed English Plans (DEPs) are an existing resource that are designed to provide rich, engaging and ambitious teaching sequences for each year group. The refocused plans are thinned-down versions of the original documents, ensuring that the key learning in each session is highlighted and prioritised. The original wording remains on the document so that teachers can decide if they wish to expand upon the key learning with their pupils.</p>
<p><b>*New for 2021*</b></p> <p><b>Resource Book List</b></p>	<p>This document lists the books that are used within the full suite of materials across all year groups. It also lists possible alternative titles for each FEP; this is helpful if a school wishes to re-write a FEP using a similar text.</p>
<p><b>Sequence 1 and 2 from Essential Spelling</b></p> <p>(for Years 3-6)</p>	<p>ESSENTIALspelling is a new resource from HFL.</p> <p>The full resource comprises: a year's worth of detailed planning sequences; full explanations of the learning behind the teaching; ideas for activities; resources to help teachers deliver the sessions. Every sequence tracks back to review prior linked learning, enabling children to build on the foundations of previous year groups, and assisting teachers to identify gaps in learning. Each sequence shows teachers how to support the children who have minor gaps in their previous learning</p> <p>as well as those who have not secured the foundations needed for any given sequence.</p> <p>Most importantly, every sequence helps make spelling fun!</p>
<p><b>Spelling Trackback Documents</b> (for years 1-3)</p>	<p>A spelling resource that can be used to: track back learning to identify where any misconceptions or gaps in learning may be present; differentiate for pupils who need to accelerate to age related expectations and support teachers in securing subject knowledge.</p>
<p><b>CPD session: Phonics – phases 2-4 of Letters and Sounds</b></p>	<p>This extremely popular and regularly over-subscribed training is now available via pre-recorded webinars, including several brief film clips. Activities to try enhance the flexible and interactive nature of this digital distance-learning.</p> <p>This training package will support in delivering high-quality phonics teaching, as well as deepening understanding of subject knowledge, key assessment indicators and methods of application for the embedding of key early reading skills.</p> <p>The Phonics tracker is included in this CPD package – see below for details of this resource.</p>
<p><b>Phonics Tracker</b></p>	<p>The whole school phonics tracker brings together the Letters and Sounds phase content and the National Curriculum expectations, and maps the termly progression. Included is a guidance document on how to interpret the tracker and the 'Assessment across the phases' criteria for each of Phase 1 - Year 2. These will support</p>

	identification of gaps, prioritisation of skills and knowledge, and targeting of groups and individuals, in order to close the gaps.
<b>Handwriting Progression Document</b>	This document outlines the aspects involved in developing an efficient joined handwriting style, and maps the progression across all year groups from Year 1-6.
<b>CPD Grammar: Sentence Structure focus</b>	This pre-recorded webinar series will provide teachers with the basic subject knowledge that they need in order to teach some of the key skills that will be addressed through the Year Group Focused English Plans.

For further information about Back on Track: English, please visit [hertsforlearning.co.uk/back-on-track](https://hertsforlearning.co.uk/back-on-track) or call 01438 544464.