

Generic Progress Pathway (Years 1-6): condensed pathway

Please refer to individual year group packages for year group specific pathways.

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.

Week	Unit Pathway
1	Focused English Plan 1
2	Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.
3	<p>Buffer week</p> <p>Avoid moving on from FEP 1 until there is evidence of the majority of pupils demonstrating improvement in most of the identified writing priority statements, and in the execution of the orange objectives.</p> <p>Use the buffer week to:</p> <ul style="list-style-type: none"> • Extend FEP 1 if necessary e.g. if lessons have taken longer than expected; • Reinforce and secure some of the learning from FEP 1 through repetition of tasks; • Extend to ensure that sufficient time is given to teach orange objectives, particularly those relating to editing and improving; • Allow for further extended writing tasks to a) re-build stamina for writing b) allow for opportunities for on-going assessment.
4	Focused English Plan 2
5	Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.

6	<p>Buffer week</p> <p>Avoid moving on from FEP 2 until there is evidence of the majority of pupils demonstrating improvement in most of the identified writing priority statements, and in the execution of the orange objectives.</p> <p>Use the buffer week to:</p> <ul style="list-style-type: none"> • Extend FEP 2 if necessary e.g. if lessons have taken longer than expected; • Reinforce and secure some of the learning from FEP 2 through repetition of tasks; • Extend to ensure that sufficient time is given to teach orange objectives, particularly those relating to editing and improving; • Allow for further extended writing tasks to a) re-build stamina for writing b) allow for opportunities for on-going assessment.
7	<p>Focused English Plan 3</p>
8	<p>Aimed at addressing a key year group skill linked to grammar and sentence construction, ensuring that essential prior learning is embedded.</p>
9	<p>Buffer week</p> <p>Use the buffer week to:</p> <ul style="list-style-type: none"> • Extend FEP 3 if necessary e.g. if lessons have taken longer than expected; • Reinforce and secure some of the learning from FEP 3 through repetition of tasks; • Extend to ensure that sufficient time is given to teach orange objectives, particularly those relating to editing and improving; • Allow for further extended writing tasks to a) re-build stamina for writing b) allow for opportunities for on-going assessment.
10	<p>Reprioritised Detailed English Plan: plan 1 or 2</p>
11	<p>A 'thinned down' version of an existing HfL plan, ensuring that core skills are prioritised.</p>

12	<p>Teachers will need to explore each plan available and decide which to use based on the needs and interests of their pupils.</p> <p>NB. exact duration of the DEPs varies across individual plans and year groups. Please check each DEP within each year group folder for accurate timescales.</p>
13	<p>Back on Track whole school unit: 1, 2 or 3</p>
14	<p>A unit incorporating opportunities to develop spoken language, text engagement and to gauge writing stamina.</p> <p>Subject Leaders will need to explore each plan available and decide which to use base on the needs and interests of their pupils.</p>