

# The Tree

## Part 5: Milestones & Progression

Layers of learning at Wallscourt Farm Academy  
September 2015



## Early Years & Foundation Stage (Reception)

As mentioned previously, the layers of The Tree flow through each year group and are interpreted slightly differently to ensure progression and achieve age-related expectations.

Each year group, along with their learning lens, recognizes that children grow and change through an academic year. At Wallscourt we forensically look for these signs to help us provide a wholly personalised and age-appropriate ensuring that we are constantly challenging children to be the best they can be.

We align the principles of the Tree and of progression as seen in Part 4 to create additional layers underneath this per year group.

As enquiry is the corner stone of learning at Wallscourt, learners have to experience what enquiry might feel like in Foundation Stage. Reception focuses on ‘Establishing’ enquiry habits in learners through developing a sense of discovery. This corner stone is sub-divided into three phases that progress with children throughout the year, and help us adapt pedagogy, monitor progress and smooth transition into Year One. Each sub-phase is a milestone that we would all children to achieve after event three months, or two schools terms.

Foundation Stage Whole School Phase: Establishing Learning Lens focus: People							
	Terms → Sub-Layer ↓	One	Two	Three	Four	Five	Six
Child	Sub-phase	Discovering		Discovered... So...		Discovered...And...	
	 Learning Lens	Establishing Relationships		Understanding difference in People, Types, Families, Roles, Jobs		Understanding similarities in People etc, to better connect with communities	
	Awareness	Me		Family		Friends	
	How a child would learn	Immediate discovery through personal interests or adult guided		Adult Initiated Research		Co-constructed Research and Development	
	What a child might say	I am discovering I can...		I have discovered that...		I have discovered this, and I can...	
	Threads of learning	Experiences, skills and knowledge				Enacting a state of Being	
	ELLI	Curious Cat Stickability Tortoise		Busy Bee Wise Owl		Making links Spider Creative Unicorn Changing Chameleon	
Adult	What role does an adult take?	Narrator: listen, observe, report		Learning Partner: assist, prompt, record		Provocateur: elicit, probe, define	
	What might an adult ask?	What are you discovering?		What have you discovered? So... (what might you do next)?		What have you discovered? And... (what links, applications)?	
	What might an adult do?	Stand next to learners narrating what they see, modeling positive learning language.		Be with learners assisting them to contextualise and put a learning vocabulary to discovery.		Reflect with learners to summarise learning from discovery and enable creativity	

To exemplify what this might like as a curriculum focus, a key outcome of the EYFS stage is to enable children to establish the skills of reading and writing before they embark on a National Curriculum.

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To align to enacting states of being at Wallscourt, i.e. being an Author, as opposed to ‘doing reading or writing’, we use a Book Club model to blend personalized reading, guided reading, application of grapheme and key word understanding.

The Book Club model is not a fixed format throughout the year; this would work against progression through a year and the purpose of sub-phases. The model below, illustrates how a Book Club would be established and how it’s expectations of learners would increase as learners develop.

In subsequent year groups the book club model is attached to the progressive stages; it is separated here to add clarity.

<b>Foundation Stage</b> Whole School Phase: Establishing Learning Lens focus: People Curriculum foci: Communication & Language (Application of reading leading to writing)						
<b>Terms →</b> <b>Sub-Layer ↓</b>	<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four</b>	<b>Five</b>	<b>Six</b>
<b>Reading Habit</b>	Learners take it in turns to share book that interests them and talk about.		Learners take it in turns to share and read from their leveled reading book.		Learners read a group book individually, in pairs and as a group.	
<b>Book Talk</b>	Teacher shares a book to model enjoyment of reading and highlight procedural elements (graphemes, tricky words or modeling reading).		Teacher shares a book to model enjoyment of reading and highlight language elements (punctuation, vocabulary or sentence reading).		Group share a book, exploring different ways of reading and asking simple comprehension questions. Individuals read next few pages before next session.	
<b>Being an Author</b>	Reading and writing letters, graphemes and words		Reading and writing sentences		Reading and writing sentences, whole text and speech	

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### Year One

As enquiry is the corner stone of learning at Wallscourt, learners begin to understand how an enquiry is structured in Year One. Reception focuses on ‘Establishing’ enquiry habits in learners through developing a sense of discovery, whilst Year One starts to develop these habits into formal processes. Progression from Reception to Year One begins with an exploration of the states of being, e.g. exploring and understanding being a Mathematician.

Year One Whole School Phase: Developing Learning Lens focus: Place							
	Terms → Sub-Layer ↓	One	Two	Three	Four	Five	Six
Child	Sub-phase	Discovered...And...		Exploring...		Making links between...	
	Learning Lens	Relationships between People and Places		Places (Villages, Towns, Cities, Habitats, Environments)		to understanding similarities in Place and locality	
	Awareness	Us		Community		Local	
	What would a child learn?	Authorial and Mathematical challenges focused on describing place (settings)		What is a [state of being]?		What grows? Are Humans animals? What are materials? What is change?	
	How a child would learn	Exploring personal interests/ adult guided		Adult Guided Research		Adult Directed Research	
	What a child might say	I am exploring ...		I have explored x and I am interested in...		There are links between...	
	Threads of learning	Noticing states of being		Self-identification of Individual states		Noticing combinations of states	
	Learning Dispositions	Changing Chameleon Planning Owl		Making links Spider			
Adult	What role does an adult take?	Provocateur: elicit, probe, define		Guide: eliciting, guiding		Director: guiding, steering	
	What might an adult ask?	What are you exploring?		What have you explored? So... (how could you move it on)?		What have you explored? And... (what links, applications)?	
	What might an adult do?	Reflect with learners to summarise learning from exploration to enable adaptability		Guiding learners to contextualise and put a learning vocabulary to exploration.		Direct learners to summarise learning from exploration and take it further	
Book Club	Reading Habit	Learners read a group book in pairs.		Learners read aloud with fluency		Recap on what has been read in pre-reading to discuss likes/dislikes	
	Book Talk	Group share a book, exploring different ways of reading and asking simple comprehension questions. Individuals read next few pages before next session.		Group share a book asking comprehension questions, word choice. Individuals read several pages before next session.		Group discuss what language could have been used instead of the author's choice.	
	Being an Author	Reading and writing sentences, whole text and speech		Identifying words to amend and adapt for impact on sentences		Identifying opportunities to change, introduce or discard	

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### Year Two

In Year Two, learners are now aware (from Year One) of the concepts of an enquiry in its basic form and States of Being. Building on learning from Reception, Year One started ‘Developing’ learners understanding into formal processes. Year Two’s focus is there on ‘Developing’ concepts further, so that by the end of Year Two they have been developed and are ready to move into Year Three. As with previous year groups, each sub-phase is a milestone that we would all children to achieve after approximately three months, or two school terms.

Year Two							
Whole School Phase: Developing							
Learning Lens focus: Community							
	Terms → Sub-Layer ↓	One	Two	Three	Four	Five	Six
Child	Sub-phase	Making links between...		Explain differences between links		Explain similarities between links	
	Learning Lens	to understand similarities in Place and locality...		to understand differences in Community and locality...		to understand similarities in Community and locality.	
	Awareness	Local		City/Region		Country	
	What would a child learn?	Can change be reversed? Where would you rather live...? What materials make the best...?		Survival or Growth: what do animals and plants need? What makes a map, aerial photo and atlas different?		What is a festival? State of being foci/revisit Learner enquiry of choice	
	How a child would learn	Adult Directed Research		Adult Structured Research		Adult Prompted Research	
	What a child might say	There are links between...		Could this link to...		Could this help me to be a better...	
	Threads of learning	Noticing combinations of states		Purposefully combining states of being		Purposefully choosing state of being to develop further	
	Learning Dispositions	Making links Spider		Identifying ELLI within enquiries			
Adult	What role does an adult take?	Director: guiding, steering		Director: steering, prompting		Director: prompting, musing	
	What might an adult ask?	What have you explored? And... (what links, applications)?		And having explored, what will you do next?		And having explored, what could happen next?	
	What might an adult do?	Direct learners to summarise learning from exploration and take it further		Direct learners to summarise learning from exploration and ensure ‘it’ is taken further		Direct learners to summarise learning from exploration and develop options of future action	
Book Club	Reading Habit	Recap on what has been read in pre-reading to discuss likes/dislikes		Ask learners to summarise pre-reading to discuss what they would change		Learners summarise pre-reading automatically and discuss what could change	
	Book Talk	Group discuss what language could have been used instead of the author’s choice.		Group discuss what impact a change in language would have on the writing		Group discuss what comprehension changes would occur if language were changed	
	Being an Author	Identifying opportunities to change, introduce or discard		Explore impact of changing, introducing or discarding		Evaluate impact of changing, introducing or discarding	

### Year Three to Year Six

The layers of learning for Year Three are being created as we explore the impact of the current curriculum o Year Two. As referenced in the opening, Wallscourt Farm engages in action research and creates learning journeys as our children grow and develop. We do not believe in creating pre-determined courses for our learners: they are co-creators of learning, not simply receivers of teaching.

Our Assistant Principal is currently engaged on an Educational Doctorate and as part of the research is narrating, exploring and tracking the learning at Wallscourt Farm. Part of this research includes community driven practice whereby different focus groups (learners, staff, families and community stakeholders) are held in order to inform future planning.

It is important to note however that but stating what Year Three will be learning, we are not making it up as we go along. We do in fact have a skeleton of the curriculum for each year group, as seen in Part 4. The National Curriculum 2014, along with other influences has in fact been mapped through the school to Year Six, but as we are constantly reflecting and adapting it seems prudent at this stage to refrain from publicising planning that may well change as a result of our research.