



LEARNING THROUGH LITERACY

## **Ofsted's questions, answered.**

How and why does your school use Bedrock Learning as part of its literacy strategy?

## Q. Why do you use Bedrock Learning?

The National Curriculum states that **“fluency in the English language is an essential foundation for success in all subjects.”** We know the importance of equipping our learners with the language they need to thrive across the curriculum.

We have partnered with Bedrock Learning to ensure we are explicitly teaching and assessing Tier 2 vocabulary, grammar and subject-specific Tier 3 vocabulary. This is part of our whole school literacy strategy.

The EEF’s ‘Reading House’ shows that grammar and vocabulary underpin language comprehension. Proven to have a statistically significant impact on learners’ vocabulary, Bedrock Learning improves the elements of language that are so crucial to reading comprehension and communication.

A wide base of academic and DfE research has highlighted poor vocabulary development as a key factor in low literacy levels and attainment. Sources have found this to be a result of many factors, including social factors,

compounded by a lack of independent reading.

**As a school, we also believe in the power of reading and how reading a wide range of texts can expand horizons and develop our learners into globally aware citizens.**

Bedrock Learning makes it possible to ensure regular reading of culturally enriching texts, while also managing language acquisition and development in a coherent and consistent way.



Knowledge of language, which includes linguistic knowledge like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language, reading and writing.

Research review series:  
English, Ofsted '22



## Q. What is Bedrock Learning?

Bedrock's core curriculum explicitly teaches Tier 2 vocabulary and curriculum-aligned grammar content through a range of fiction and nonfiction texts.

The curriculum is personalised for each learner.

- Vocabulary and grammar are learned best in the context of rich, authentic texts.
- The range of texts on the Bedrock platform makes sure that learners are regularly reading fiction and non-fiction and also growing their cultural capital from the wide selection of topics on offer.
- Multimodal learning sequences are designed following research and best practice in vocabulary and grammar teaching.

The system automatically generates and assigns learning content to students, marks the work produced and delivers personalized content based on results.

Through its Mapper resource, Bedrock allows us to map our Tier 3 vocabulary curriculum across the school and explicitly teach these key terms in a multimodal, data driven way. It shows us which words are being learned, in which subjects, when and by whom. It drives our approach to improving disciplinary literacy.

All Bedrock progress data is fed right back to the teacher's inbox and allows staff and leadership teams to meticulously track language acquisition and literacy improvement in their schools. The school's adoption of this challenging language curriculum forms one part of our whole school commitment to language and vocabulary growth for all learners.

Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.  
EEF Recommendation 1 to improve Literacy

## Q. How do you ensure effective transitions between the Key Stages?

Learners are able to access Bedrock Learning throughout their school career. Bedrock links with Wonde, a programme which securely connects our school's MIS system with educational applications. Wonde automatically updates a learner's class and teacher at the end of the school year, or if they move classes within the academic year.

This allows us to retain progress data regardless of school or class changes, so we can provide consistent and uninterrupted instruction, maintaining an explicit focus on vocabulary and grammar learning in all key stages.

The language that learners study gets progressively more challenging, as do the topics in each block, to ensure continual progression for learners.

Through Bedrock Mapper, we can clearly see the progression of language as the curriculum progresses. We can also use the tool to prepare our learners for the step up from KS2 to KS3 by explicitly teaching the complex academic vocabulary they will need to access curriculum texts.

## Q. How is prior knowledge revisited and built upon?

Throughout Bedrock, a reteaching algorithm ensures newly acquired knowledge is re-served to each learner. This retrieval practice is a crucial step in long-term retention.

In the Grammar curriculum, where appropriate, lessons also include a recapping element which allows the learners to revisit the foundational knowledge already studied that they need to understand a new skill or grammar item. For instance, in a lesson teaching the difference between abstract and concrete nouns, learners will first recap what a noun is.

## Q. Can you show me how this matches the National Curriculum?

The words taught in Bedrock's Tier 3-focused area are all curriculum aligned and exam board specific. Furthermore, as a school we sequence learning so that each learner is pre-taught the key terms prior to meeting them in class/taught the terms explicitly at the point they are exposed to them in class/just after they have learned them in class to leverage the power of retrieval practice. Each subject chooses to sequence in a slightly different way according to their own requirements.

For Tier 2 vocabulary and grammar, there are many references in the National Curriculum to the importance of vocabulary and reading a wide range of fiction and nonfiction. We have listed them below and explained how Bedrock supports these aims...

### Key Stage 2: Reading

Pupils should be taught to:



Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) – see English appendix 1 – both to read aloud and to understand the meaning of new words they meet.

Bedrock teaches the 37 most common root words in the English language. This unit helps learners to break down new language independently, leads to a more nuanced understanding of the morphology of words and improves their confidence with new, unfamiliar language.



Retrieve and record information from non-fiction.

In every Bedrock lesson, learners read a piece of prose and answer comprehension questions on what they have read. In this process, they are encouraged to source the relevant information and record it as an answer to the question. This process mirrors the requirements of external tests. Learners are asked to source information from range of different texts, both fictional and non-fictional.

## Key Stage 2: Writing

Pupils should be taught to:



**Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.**

Bedrock offers schools a structured and consistent way of growing their learners' vocabularies. The reteaching algorithm ensures new language is revisited regularly, improving long term retention.

Data is fed directly to classroom teachers informing further teaching; from broader metrics of whole class improvement, to granular, word level statistics.

Teachers can see which words learners are studying on any given day and use this data to inform their conversations, lesson starters, resources or interventions.



**Develop their understanding of the concepts set out in English Appendix 2**



**Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**

Bedrock's comprehensive grammar curriculum is National Curriculum aligned and teaches and assesses all grammar content in English Appendix 2.

## Q. Are there links across the curriculum?

The Tier 2 words we teach through Bedrock's vocabulary curriculum don't belong to a specific subject but are frequently used in an academic context. This is the sort of language learners will be meeting across the curriculum, especially in written tests. The UK has no statutory word list, but we have tried to match our topics to the National Curriculum where possible. For example, we explore the Vikings in Block 4 and the Solar System in Block 5, mirroring when these topics are explored at KS2.

Importantly, Bedrock also teaches the most commonly occurring academic verbs, crucial for success in assessments and academic tasks across the curriculum.

A confident grasp of English grammar is necessary for success in reading and writing across the curriculum. In every subject area, accuracy and clarity of written expression is valued and Bedrock's grammar curriculum explicitly teaches learners the grammar they need to write with accuracy.

**Bedrock's Tier 3 subject-specific vocabulary curriculum also allows us to map the language that learners need across every subject in the school.** It shows us where words appear in multiple subjects and how meaning is different in certain disciplines. For instance, 'evaluate' has a slightly different focus in Art, compared to in Maths.

By explicitly teaching the language of each subject area, learners are able to contrast and compare these different meanings and apply the language or knowledge accurately in each subject.

Equally, this tool allows teachers to see the links between different subject areas and the progression between different phases, years or key stages. It allows both teachers and their learners to clearly see those cross curriculum links.

## Q. How do you know learners have made progress?

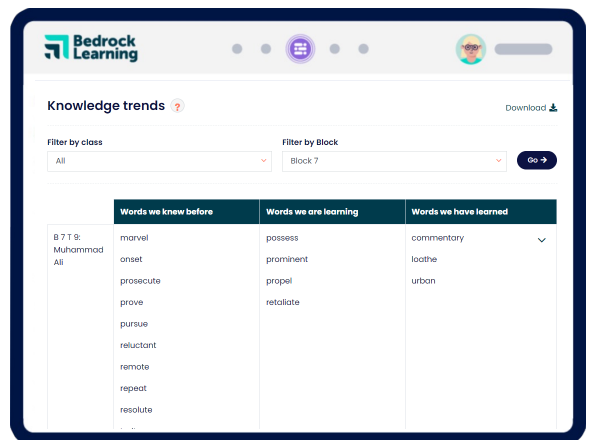
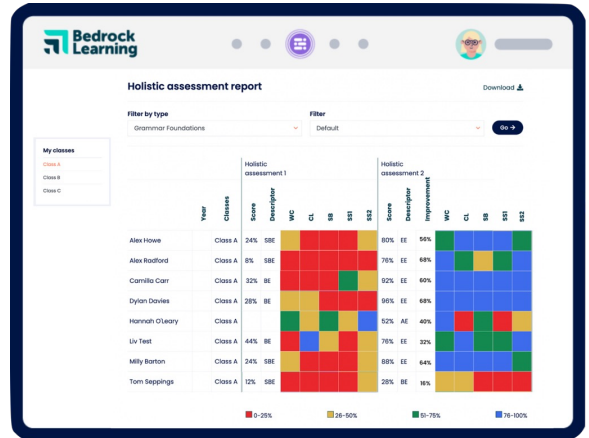
Each teacher has access to a teacher dashboard. This presents live data to the class teacher, head of department, or senior leadership team.

It offers a broad suite of reporting options, allowing staff to monitor effort, attainment and progress made in any given time period. We even provide data right down to the granular detail: the words each student is learning that week, or the area of grammar that the learner is struggling with.

For instance, the word trends report shows the words that at least 50% of your class, year group or school is currently learning, informing the language you might like to revisit in class or in whole school assemblies/displays etc. We provide the data to inform the language environment in your school.

From understanding which words are taught in each subject to gaining insights into the progress made across the curriculum, Bedrock's Mapper tool promotes transparency, helping leaders visualise the extent and impact of disciplinary literacy teaching and learning in their school. It clearly shows which individuals have learned which words, informing classroom practice and interventions.

Parents can also access this data for their child, enabling them to track the progress of their child and support their language development at home.





Explore (v.)

Theory (n.)

Flutter (v.)

Marvel (n.)

Integral (adj.)

Awestruck (adj.)

Beacon (n.)

Ingenious (adj.)

Value (n.)

Epic (adj.)

Wilderness (n.)

Identity (n.)

Conductive (adj.)

Vibrant (adj.)

Conquer (v.)

Flabbergast (v.)

Evolve (v.)

Grace (n.)