

At Prettygate we are committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment.



# Curriculum Policy

Staff consulted: September 2025

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Review Date: Summer 2026

# Prettygate Infant and Junior Schools

## Curriculum Policy

Reviewed annually Summer Term

### Curriculum intent

‘Opening the gate to success’

The curriculum comprises all the planned activities that we organise in order to promote children’s learning and personal development. It includes not only the formal requirements of the National Curriculum and the EYFS statutory framework, but also the range of extra-curricular activities that enrich children’s experiences, and the 'hidden curriculum', or what the children learn from the way they are valued and expected to behave.

We aim to teach children how to develop responsible approaches to their learning and promote the key values of ambition, respect and kindness. Our curriculum is underpinned by these values and is the means by which the school achieves its objective of equipping children with the knowledge and skills to be successful and enthusiastic learners.

Our intention is to create an ambitious curriculum that is well-designed in terms of its content and the sequence in which concepts are taught. This sequencing takes into account the progression of knowledge and skills across each subject, with each new concept built upon existing knowledge.

### Documentation

For a clear and consistent approach to what we teach, the school has developed various curriculum documents that are accessible to all staff.

**Subject overviews** are in place for every subject taught. They lay out very clearly what is taught in each year group each half term. These overviews are important in giving staff a wider picture of which aspects of a subject are taught each year and supports them in making clear links to children’s prior learning. They also ensure that the aims and objectives of each subject are all covered. For history, geography and science, the subject overviews show which units have links to previous learning that teachers will need to make explicit.

Teachers use the subject overviews to create a **curriculum map** for each year group. This document sets out what is taught in each half term for every subject that year. They are published on the school website for parents to access. These curriculum maps provide parents with an overview of what their child will learn and when, and are useful in identifying where links have been made across the curriculum.

**Progression documents** exist for every subject. They give teachers an understanding of how children should progress through a subject and supports them in pitching their teaching at the right level. The progression documents enable teachers to see what children have done within a subject already, what they now need to do and where they are heading. These documents also provide teachers with useful criteria against which to assess children’s knowledge and understanding. Many

of our progression documents have been created by our teachers and show how children will progress from Reception right through to Year 6. Where the school follows a particular scheme for the teaching of a subject, that scheme's progression document will often be used.

**Knowledge organisers** have been developed for every history, geography, science and art unit. The purpose of these is to lay out explicitly the key knowledge and skills that children will be expected to know and demonstrate by the end of each unit. Knowledge organisers are used by teachers to guide their planning.

The expectation is that all the knowledge and skills in the knowledge organisers is learnt and that this is demonstrated in the children's outcomes, but it is up to teachers how this is taught and sequenced. Our knowledge organisers include 'What I should already know' boxes – these are designed to show teachers what relevant knowledge the children will already have learnt and provide a good starting point to recap/activate prior knowledge when introducing new content. The content of these boxes may be very obviously relevant; it may just be useful to help establish chronology.

Our science knowledge organisers include a quiz at the end, which teachers can use with the children at the beginning and end of a unit to help them identify the areas of strength and development before and after a unit has been taught.

All teachers have access to all our knowledge organisers so they can look back at the specifics of what children have learnt and what follows. To support this further, subject overviews for history, geography and science have been designed that show explicit links between units in each of those subjects.

Knowledge organisers also feature 'What will I find out?' boxes (to make clear what the core learning should be) and 'Fieldwork and skills' / 'Historical skills and enquiry' / 'Enabling experiences' boxes to give ideas for how children's skills might be developed during that unit.

The expectation is that teachers use the documents mentioned above to plan high-quality lessons with a clear focus and that build on previous learning. Teachers plan units of learning using a consistent **planning format** – this helps to make planning easily understood by any member of staff who needs to access it. For each lesson, teachers' planning should show the intended learning and what children will be asked to do to practise or demonstrate what they have learnt, including what support or extension will be in place. Teachers' planning should be a flexible working document that adapts to the learning of the children.

### The implementation of our curriculum...

- Enables all children to learn and develop their skills to the best of their ability.
- Encourages children to be ambitious, respectful and kind.
- Promotes a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Supports children in knowing and remembering more.

- Enables children to engage in cross-curricular learning, emphasising the importance of subjects other than English and mathematics. To that end, the children also participate in educational visits, residential experiences, performances, sporting events and exposure to the arts.
- Enables children to be creative and to develop their own thinking.
- Helps children understand Britain's cultural heritage and values, and to develop an understanding and respect of the culture and values of other countries.
- Enables children to be positive citizens in society.
- Teaches children to have an awareness of their own spiritual development, and to understand right from wrong.
- Helps children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enables children to have respect for themselves and high self-esteem.
- Inspires curiosity and creativity.
- Engenders in children high aspirations, self-confidence and independence.

Teachers are encouraged to maintain a secure subject knowledge in the areas they teach. To support with this, the school uses subject knowledge audits and provides CPD opportunities. The aforementioned curriculum documents such as knowledge organisers clarify for teachers which subject knowledge they need to be secure in.

A combination of summative and formative assessment is used to provide teachers with vital information about children's successes and areas for development. Feedback is given to children on an ongoing basis, personalised and in the moment where possible, with staff addressing misconceptions promptly.

### **An inclusive curriculum**

The curriculum in our school is designed to provide access and opportunity for all. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. At Prettygate Infant and Junior Schools we believe in early intervention. Additional support is provided by the class teacher in the first instance, or an LSA under the direction of the class teacher, with the SENCO being consulted when necessary. In most instances children's needs are met with the resources and educational opportunities provided within the normal class organisation. If it is necessary to significantly adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

### **Early Years Foundation Stage**

The curriculum that we teach in Reception meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Development Matters and Early Learning Goals and on developing children's skills and experiences.

Our schools fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in Reception builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During a child's first six weeks in Reception, their teacher makes a baseline assessment to record the knowledge and skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. In addition to this, Reception teachers administer the statutory Reception Baseline Assessment (RBA).

We are well aware that all children need the support of both teachers and parents to make good progress in school. We strive to build positive links with the parents of each child and keep them informed about the way in which the children are being taught and how well each child is progressing.

### **Curriculum leaders**

Teachers are assigned to lead specific areas of the curriculum, with the primary intention of improving teaching and learning within that curriculum area, raising outcomes for all. Curriculum leaders are responsible for creating action plans and impact reports, reporting to senior leaders and governors. They are expected to have a good understanding of the quality of provision in their curriculum area and be able to communicate this clearly, evidencing this through knowing the quality of teaching and learning, how progress is demonstrated in children's books and how this is reflected by internal and external assessment data. Curriculum leaders are also responsible for ensuring there is full coverage of the National Curriculum and that progression is planned into units of learning.

Curriculum leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and learning outcomes. They also speak with children, conduct work scrutiny and have responsibility for monitoring the way in which resources are purchased, stored and managed.

To establish and maintain standards:

- We regularly monitor and compare our school's National Tests against National and local benchmarks, as well as with similar schools.
- We identify our strengths and weaknesses in order to raise our pupils' attainment further.
- We identify differences in the performance of certain groups.
- We analyse pupils' performance and develop strategies to address imbalances.
- We maintain systems for monitoring pupil progress and use pupil progress meetings to challenge and improve attainment
- We regularly sample pupils' learning, evaluate the quality of our teaching and develop our professional expertise.
- We build and maintain partnerships with other schools in order to support each other and share best practice.

## **Monitoring and review**

The governing body is responsible for monitoring the way the school curriculum is implemented. They consider curriculum related matters at their meetings (held at least once a term). All minutes from governor meetings are circulated to all governors and copies available for parents to see upon request. Governors also monitor within the school – these are recorded on a pro-forma, which is circulated at full governor meetings. The headteacher is responsible for the day-to-day organisation of the curriculum, supported by the senior leadership team and curriculum leaders.

## Appendix to Curriculum Policy

**English and mathematics** – please see separate policies for details regarding these subjects.

### **Science**

As demonstrated in our knowledge organisers, we aim for children to develop an ambitious range of scientific knowledge and skills. During their time at the schools, children will conduct scientific investigations, working scientifically, develop subject-specific vocabulary and gain a secure understanding of life and living processes, materials and physical processes.

### **History and geography**

These subjects are quite often the drivers for how we teach a range of other subjects, when we can make strong cross-curricular links. As a result, a great deal of time and thought has gone into making choices around what we teach in history and geography, and ensuring these are taught in a logical sequence.

Led by the National Curriculum, Historical Association and Geographical Association, we have compiled a list of key concepts for history and geography that we intend to develop children's understanding of throughout their time at our schools. Where appropriate, these key concepts will be introduced in Reception, though the terminology may be simplified at this point. Concepts will then be revisited and built upon whenever relevant content is covered (not necessarily every year). The aim is for children to have a thorough understanding of these key concepts when they leave Year 6, equipping them well for their continued education.

Opportunities to develop children's understanding of these key concepts have been plotted throughout the history and geography curriculum, with units driven by these concepts and explicitly named in each knowledge organiser. While each unit has key concepts to focus on, the knowledge and skills taught will naturally develop children's understanding of other concepts on the periphery too.

Below is a table showing the key concepts for history and geography. Some concepts are integral to all history and geography learning and we would expect these to be evident in all units. These have been highlighted in yellow.

<b>History</b>	<b>Geography</b>
Achievements	Climate
Causation	Culture
Change / progress	Farming / agriculture
<b>Chronology</b>	Fieldwork
Conflict	Landmarks
Empire	Location
<b>Enquiry</b>	<b>Maps</b>
<b>Significance</b>	Settlement
Similarity / difference	<b>Significance</b>
<b>Sources</b>	Topography
	Tourism
	Trade

## **Design and Technology**

Through this subject, children are taught the processes involved in designing and making products that are fit for a purpose. At Prettygate we follow the Design and Technology Association's 'Projects on a Page' materials. Children develop their understanding in areas including mechanisms, food, textiles and electrical systems. After designing and making high-quality prototypes and products for a wide range of users, pupils critique, evaluate and test their ideas and products and, if necessary, modify their products.

## **Art and Design**

We make available a wide variety of media, encouraging experimentation and the development of a wide range of techniques. We also make provision for developmental stages: children need time to explore natural and man-made objects and materials, to draw and make patterns and designs, and develop their powers of observation and description. Gradually gaining control over materials, they develop a growing capacity to make meaningful statements and to talk sensibly about their work. Famous artists' work is also examined and discussed. Appraising art is a good vehicle for discussion of technique as well as personal responses and feelings.

## **Music**

Children participate in various musical activities, including singing, playing tuned and untuned percussion, composing, appraising and performing. The schools follow the Charanga scheme, which provides good coverage of the music curriculum and provides staff with quality resources to support their teaching.

Throughout their time at the schools, children have the opportunity to have peripatetic music tuition for instruments including piano and guitar.

## **PE**

Our schools have a proud tradition of sporting excellence and provide children with a high-quality P.E curriculum. Supported by the Get Set for P.E scheme, opportunities are provided to develop children's skills in movement, gymnastics (using both large and small apparatus), dance, athletics, individual and team games and swimming. As they progress through KS2, children have the opportunity to be part of inter-school competitions in sports such as cross-country, football, athletics and netball.

## **Computing**

Computing is seen as an essential tool for learning in our technologically advanced world. As such, we appreciate the need to teach a high-quality computing education to pupils in order for them to understand the world through logical thinking and creativity, including making links with mathematics, science, and design and technology. The core of computing is computer science, in which pupils are taught the principles of information and computation, and how digital systems work. Computing equips pupils to use information technology to create programs, systems and a range of media. It also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The schools follow the Kapow computing scheme, which ensures good coverage of the computing curriculum and suitable progression in the knowledge and skills children learn.

## **French (KS2)**

Learning a foreign language provides an opening to other cultures. In their learning of the French language, pupils express their opinions and ask and give information in French, and understand and respond both in speech and in writing. Class Teachers deliver a comprehensive programme of study across KS2, supported by the Language Angels scheme.

## **Religious Education**

R.E is an important subject in helping children to make sense of their own beliefs and that of others, developing an understanding and respect for other cultures that will equip them well for life in the wider world. The school follows the SACRE Essex Agreed Syllabus (2022), supported by the Saffron Academy Trust R.E scheme. Within this syllabus, ideas related to all the major world faiths/beliefs are explored through the three lenses of theology, philosophy and human and social sciences. We aim to provide the children with a broad range of experiences that will enable them eventually to make thoughtful choices in social, moral and spiritual matters. Children's attention is drawn to the ethnic diversity within the community and extending worldwide.

## **Personal, Social and Health Education / Sex and Relationships Education**

PSHE/SRE is taught as a discrete subject, as well as being incorporated within many curriculum areas. Children develop their understanding of a range of issues that affect them and others. Visits and visitors to school, circle time and general charity work all enhance the awareness of others. At Prettygate we use materials developed by JIGSAW, which ensure the PSHE/SRE curriculum is appropriately pitched at each age group. See also Sex and Relationships Policy.

*For further information regarding specific areas, please see the relevant curriculum maps.*

## Appendix 1

# Computing Policy

### Introduction

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Prettygate Junior School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

### Aims

- Provide a relevant, challenging and enjoyable curriculum for Computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for Computing.
- Use ICT and Computing as tools to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and Computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and Computing.
- To develop the understanding of how to use ICT and Computing safely and responsibly.
- To provide opportunities within a range of curriculum areas to teach about e-safety.

### The national curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

### Rationale

The school believes that ICT and Computing:

- Are essential life skills necessary to fully participate in the modern digital world.
- Allows children to become creators of digital contents rather than simply consumers of it.
- Provides access to a rich and varied source of information and content
- Can present information in new ways which help pupils understand, access and use it more readily.
- Can motivate and enthuse pupils.
- Has the flexibility to meet the individual needs and abilities of each pupil.

### Objectives

#### Early Years

It is important in the Foundation Stage to give children a broad, play-based experience of Computing in a range of contexts, including outdoor play. Computing is not just about computers. Early years learning environments should feature Computing scenarios based on experience in the real world; such as role play. Children gain confidence, control and language skills through opportunities to explore using non-computer based resources such as metal detectors, controllable

traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they

By the end of key stage 2 pupils should be taught to:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### **Computing Technician**

The school employs one computing technician whose specific role relates to the provision of support in computing. This support takes a variety of forms, including:

- dealing with technical queries relating to software and hardware;
- carrying out rudimentary and routine maintenance and repairs of hardware;
- maintaining and updating equipment;

### **Resources and access**

The schools acknowledge the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible pc system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school.

Teachers are required to report any faults in the technician's log book as soon as they are noticed. Resources, if not classroom based, are located upstairs in the small teaching room.

ICT and computing network infrastructure and equipment has been sited so that:

- Every classroom has a laptop connected to the school network and an interactive whiteboard with sound, and DVD facilities.
- There are 30 laptops available for use in KS1.
- There are 32 laptops available for each year group to use in KS2.

- Pupils may be taught Computing independently, in pairs, alongside a TA or in a group with a teacher.

### **Planning and Assessment**

The schools are developing the use of the Kapow Computing scheme. Teachers assess capability in Computing through observations, discussions with pupils and looking at completed work. Termly assessments are recorded on Insight.

### **Inclusion**

At Prettygate Schools we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

### **Health and safety**

The schools are aware of the health and safety issues involved in children's use of ICT and Computing. All electrical appliances in school are tested accordingly. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be pat tested before being used in school. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the Computing coordinator or school site manager who will arrange for repair or disposal.

### **Security / Internet use**

- All pupils, staff and parents are made aware of the school rules for responsible use of ICT, Computing and the internet and will understand the consequence of any misuse through the use of AUA (acceptable use agreements)
- The agreed rules for safe and responsible use of ICT and Computing and the internet will be displayed in all ICT and computing areas.
- The school uses the filter service provided by the county to ensure that as much 'undesirable' material is taken out the system.
- Whilst being able to access the internet from the 'Pupil' log on, staff are aware of the potential dangers of the internet. Children are not permitted to access the internet on their own. Children are warned that any attempt to access unsuitable sites would result in possible exclusion from internet work and a letter home informing parents. (For more information see E-safety Policy)

## Appendix 2

# Handwriting policy

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

### *Aims*

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. The importance of handwriting is recognised and given appropriate time.

- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

### *Progression of skills*

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS F1 and F2).
- Correct letter formation is taught, practised, applied and consolidated (EYFS F1/Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

We ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and

effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

### ***Handwriting tools***

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing until a pen licence is awarded.
- A handwriting pen for when they sustain a good level of presentation.

Handwriting is always introduced and practised regularly sometimes on lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

### ***Equality of opportunity***

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored

## Appendix 3

# Phonics Policy

## School policy on the teaching of phonics, reading and writing

Our pupils learn to read effectively and quickly using the Read Write Inc. Phonics programme.

### Read Write Inc. Phonics

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Pupil's in Years 5 and 6 who need a Fresh Start when learning to read and write.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. Through our writing lessons, we encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day, using taught phonics strategies to support this.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

### **Graduating Read Write Inc. Phonics Programme**

Once children complete the Read Write Inc. Phonics programme they transition to a Whole Class Reading approach at the heart of which is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils answer every question with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson.

Teachers also read a wide range of stories, poetry and non-fiction to pupils. Pupils are encouraged to choose books to read at their own interest and comprehension level.

### **Outcomes for children Assessing and tracking progress**

We assess all pupils following Read Write Inc. Phonics using the an 'Online Assessment' platform. We use this data to assign them to either Read Write Inc. Phonics or a Whole Class Reading group. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

In addition, we use a standardised reading test [Salford] in Year 2 so that we can ensure that the gains our pupils are making are age-appropriate.

We aim for our pupils to complete the phonics programme by the end of the autumn term of Year 2. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

We have high expectations of our pupils' progress. In the June 2023 phonic screening check, 92% of our pupils reached the threshold. We attribute this to the programme and to the expectations it builds in.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 10 minutes every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too keep up with their peers.

By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

By the end of Key Stage 2, 70% of pupils achieved expected standard and 30% achieved above the expected standard on the KS2 reading test.

### **Narrowing the gap – and the pupil premium**

The programme as a whole has been very effective for our pupils in narrowing performance gaps between different groups, both within our school and nationally.

We know from our tracking that our pupils who are eligible for the pupil premium have made progress in line with that of our other pupils or are catching up quickly.

### **Impact across the curriculum**

Our teachers are enthusiastic about using the *Read Write Inc.* programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum.

1. Data is used effectively to ensure gaps are closing between all groups – in particular those eligible for the pupil premium (Read Write Inc. assessment and tracking, standardised reading tests, phonics screening check).
2. We aim for 80-90% of pupils complete Read Write Inc. Phonics by end of Year 2 Term 1.
3. Slower progress pupils and those with specific SEN are taught in small homogeneous teaching groups and receive Read Write Inc. one-to-one tutoring.
4. We aim for 85+% pupils meet the standard in the phonics screening check in Year 1 and 100% in Year 2.

## **Quality of teaching, learning and assessment**

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. The Reading Leader records the results from assessments, which take place every eight weeks. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. A timetable has been constructed to carefully match the needs of the cohort. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful.

### **Additional support for lower-attaining pupils learning to read**

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

### **Home Reading**

We support pupils to select appropriate books to take home that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take 'choice' stories as well as non-fiction that they cannot yet read for themselves but that have been read to them. Stories and new vocabulary are

explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

### **Quality of teaching and pupils' progress**

The Reading Leader monitors pupils' progress until every child can read with support from English Improvement Lead, Myland Hub and RWI trainers.

No child is left behind to struggle.

He records lesson observations and any subsequent coaching alongside the 'teacher tracker' so that he can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MTYT, TTYP. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. In Phonics, pupils read books at home that closely match their word reading ability.
5. Teaching is monitored thoroughly

### **Personal development, behaviour and welfare**

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics, help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first and second language learners, assertive and reticent pupils, and pupils of different ages learn to get on together. Potential bullying is explored and discussed so pupils know how this can develop and how to deal with it if it does.

Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils.

Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, and to be ambitious is at the core of the school's work – for staff and pupils.

- 1.  All staff use the Management signals consistently in and out of lessons.
- 2.  Partner work is modelled and practised until pupils work willingly and supportively with pupils who are not their friends.
- 3.  Praise is fundamental in helping pupils make progress and behave courteously.
- 4.  Staff are consistently kind, considerate to each other and to pupils – no shouting, shushing and nagging.
- 5.  Pupils attend every day, unless poorly.

### **Effectiveness of leadership and management (Shared vision)**

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The reading leader works closely with SLT and external support to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils graduate the Phonics programme by the end of the Autumn Term in Year 2.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through masterclasses, coaching/ observation and face-to-face feedback).

He can give this support every day because he does not teach a group himself. Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of good teachers and learning support assistants (LSAs) who each teach a group of pupils at the same reading level.

### **Professional development**

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to teach reading. All staff have attended Phonics training and the trainer has returned to support us on subsequent development days. We hold at least two Development Days every year to ensure we are aware of up-to-date practice.

In weekly masterclasses staff analyse teaching and behaviour steps that set the agenda for the next week's observation and feedback schedule.

### **Parents and carers**

We invite parents/carers to an initial meeting and we hold workshops regularly to show how they can help their children read at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read.

We provide online access for those who do not or cannot attend. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.

We use the resources on the **parent page** on the Ruth Miskin Training website.

1. All staff are trained and the school books regular Development Days.
2. The reading leader does not have a reading group.
3. The reading leader spends every Read Write Inc. lesson coaching and observing reading teachers - and keeps records.
4. The reading leader meets with the reading team every week for a 15 minute masterclass – focusing on one area of need/focus.
5. The reading leader organises regular workshops with parents.

