
Curriculum Overview

Phonics

Phonics is taught daily using the Letters and Sounds progression document throughout EYFS, KS1 and KS2 as appropriate. This is a six phase teaching programme that develops children's phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting within the Early Years Foundation Stage, with the aim of them becoming fluent readers and have a basic understanding of spelling by the end of Key Stage One. Phonics lessons also focus on the reading and spelling of tricky words that are unable to be decoded phonetically but are essential for children to read and write. Phonics interventions are taught in addition to quality first teaching to all pupils who need it. Parents can find out more about the Letters and Sounds Programme by visiting the following site <http://www.letters-and-sounds.com/>

Teachers use a range of multisensory resources to teach phonics including Letterland materials.

Reading

The teaching of reading is currently high priority. All pupils have a daily explicit reading lesson in addition to their English lesson and other reading activities. The children have many opportunities to practise and improve their reading skills throughout the week. Pupils are encouraged to read widely and take books home every day. The Bug Club online programme is used to support reading at home. In the early years of reading acquisition, pupils first learn to read by sharing simple texts aimed at developing early phonics and sight vocabulary. Colour banded books are read alongside more challenging 'real' books that enables reading comprehension skills to be taught from an early age. As children's confidence develops through improved sight vocabulary, phonics skills and comprehension skills they will thrive as independent readers. Alongside developing phonics skills and sight vocabulary, reading comprehension continues to be taught throughout KS1 and 2 using a combination of approaches and resources. Year 5 and 6 are given their own to take home.

Writing

Writing is closely linked to topic work in order to immerse pupils in experiences and rich vocabulary. We aim to use 'WAGOLLs' that are grammatically driven to use and apply skills learned in class. Grammar, punctuation and spelling is taught throughout school, both explicitly through dedicated lessons and discretely, where appropriate. Spelling booklets are specifically designed to be used in class every day and taken home for spelling practice. Following the national curriculum and a plan, write, edit format - pupils write for specific audiences and purposes. Most children will be expected to join their writing by the end of Year 2 and to have developed a fluent, confident and individual style of joined writing by the end of Year 6.

Maths

We have developed a new calculation policy which includes materials from the White Rose Maths Hub and have created a greater focus on basic skills acquisition. We have also added a whole school assessment system to monitor the impact of this. We are focusing on the teaching of conceptual understanding rather than 'process' to ensure that our pupils are able to achieve mastery of maths. Pupils are encouraged to use a range of resources (such as diennes, numicon and number lines) and teachers regularly use models and images to support understanding of mathematical concepts. Children are given many opportunities to apply these core concepts through reasoning and problem solving activities.

Wider curriculum

Science has an enquiry or investigative aspect each half term with an opportunity to use and apply English and Maths skills previously taught. The rest of the foundation subjects and Computing are taught through topics with a continued focus on developing basic skills in English and Maths. As well as this, visits and visitors are organised throughout the year to provide much needed experiences for our children and to develop the vocabulary for EAL learners. Art and DT activities are incorporated into topic work. Children have many opportunities to participate in music based activities, which are supported by a peripatetic teacher for all classes with opportunities for singing and playing instruments.

PE and Sports

Children in Early Years are provided with a range of physical activities in their ongoing provision that will support and challenge their physical development. Children throughout school develop their physical education both indoors and out in Gymnastics, Sports and Dance. Sports UK deliver high quality PE alongside staff in school and children have an opportunity to take part in tournaments competing against other schools. The coach also provides a diverse range of sporting activities after school for all children. Children who excel in sport are given the opportunities to compete in festivals across Delta Academies Trust.

Religious Education and SMSC

As a multi-faith school which includes children and adults from a wide variety of cultural backgrounds, we value and celebrate the differences and diversity of our setting. Alongside educating children about different religions and cultures, we teach children the importance of British and human values. Topics across school include: Identify society and equality; Mental health & emotional well-being; Keeping safe and managing risk; Drug, alcohol and tobacco education; physical health & well-being; and relationship and sex education. Alongside these we celebrate those faiths of our local community.

Each class has a role-model learning hero: Martin Luther King, Malala Yousafzai, Stephen Hawking, JK Rowling, Anne Frank, Mo Farah, Steven Frayne and Julia Donaldson.

In 2018/19 we have introduced a whole school feed-forward strategy in which teachers use an assessment journal to identify and plan lessons which address gaps in learning for individuals, small groups and whole classes. We are also taking part in an Oracy project (through Voice 21) with a cluster of other schools across Leeds and Bradford in order to improve the vocabulary and formal language used by pupils across the curriculum.