



Believing and Achieving Together

Date: September 2016

Signed:

Review: July 2018

Curriculum Organisation September 2016.

Curriculum organised into topic blocks covering a $\frac{1}{2}$ term.

Topic per $\frac{1}{2}$ term

Each topic is based around the following subjects taught cross curricular - there is no allocated time as we firmly believe that 'learning must drive the timetable' while focussing on a broad and balanced curriculum:

- History
- Art & Design
- D & T
- Geography
- Science
- PSHE & C
- Computing (apply cross curricular)
- Music
- Languages [French]

Subjects that must be planned each week.

- 2 X P.E.
- 1 X Computing
- RE

A subject may be taught as a discreet curriculum area e.g. 3 afternoons for Art, 3 afternoons for PSHE & C or 6 afternoons for RE,

All planning and Learning Objectives must be taken from the National Curriculum 2014.

Subject Leaders, in teams supported by the SLT, monitor the quality of our curriculum every term to ensure we deliver a broad and balanced curriculum that meets the needs of all our learners.

Please see Appendices for different models of effective learning and teaching.

English

Please refer to **English Curriculum Coverage/ Entitlement.**

- Daily 4 part structured lesson - whole class word or sentence work , whole class text work [shared reading or writing], differentiated independent/ guided tasks and a plenary/ review;
- Over the week and unit a balance of **shared** reading and writing;
- Over a week guided reading and writing/ teacher led writing.
- Independent tasks planned around learning objectives for the unit.

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- Daily planned challenge activity to apply knowledge and deepen understanding.

Planning

- Look at the genre focussed unit and break down into 2 week blocks.
- Repeat each genre in most terms.
- Pupils must be taught and see key features as they learn/ move through the genre plus key vocabulary and good examples.
- 1st experience teaches and applies some LO then revisit and cover others as you return.
- Follow format of Speaking & Listening, Reading & Writing in phases.
- Extended piece of writing during week 1 of unit.
- Star Write at the end of each unit [week 2].
- Revise, teach, practise and apply model for Teaching and Learning.

Reading

Guided reading.

- Classes divided into 4-5 groups of similar abilities (use reading ages and teacher assessment)
- Teacher works with two different groups each day, following group reading planning
- Learning Support Assistants, when available, will continue to work with the target group for the rest of the week and support SEN.
- When working with groups teachers and Learning Support Assistants will:
 1. Ensure each child has the same book.
 2. Discuss the front cover, author, illustrator and blurb, and encourage children to make predictions about the book.
 3. Each child will take turns to read a section of the book (length depending on age / ability).
- Teacher / teaching assistant will encourage:
 1. Children to employ a wide range of reading skills e.g. using picture cues, word building using phonetic awareness, rereading for meaning, self-correction, using context clues to guess the word.
 2. To frequently stop and unpack vocabulary to elicit meaning.
 3. To pose comprehension type questions e.g. facts, inference and deduction, opinions, sequencing and prediction ensuring assessment of Assessment Focuses.
 4. Teacher to complete assessment with group and record pupil's responses then use the information to update pupil reading assessment records.

Individual home reading book.

Children will have their own reading book relating to the school scheme which is matched to their reading age and / or attainment descriptor. This will be taken home on a nightly basis and read to parents / carers. A reading diary should be used as a two way communication with home. Individual reading should take place from Reception to Year 2 twice every week and once each week [plus an extra guided reading] or twice for target children in KS2.

Story time.

Children should have a daily opportunity to hear books read aloud by a teacher or a teaching assistant. All year groups should have good quality stories read each day or a class novel which is read to them on a regular basis.

Writing

Over the term / year you will have particular text types that you must have taught to the class, however you have the flexibility to decide when to teach each unit depending on your topic. Some writing needs to be in the context of the topic. Before teaching writing you will need to annotate a text and explore the key features [including structure, language features, vocabulary and punctuation] of the genre you are using. You should plan to write in at least three lessons every week.

During an English Unit children will complete an extended piece of writing towards the end of week 1 and a 'Star Write' at the end of week 2. 'Star Write' will be planned by the pupils [e.g. format, vocabulary, punctuation, etc.] and will be marked in depth by the teacher. Pupils will be provided with the time and support to 'up level' their writing by responding to feedback and marking challenges.

Throughout the unit teachers will plan and deliver a balance of: talk for writing [drama, oral rehearsal, group/ paired discussion, ICT, whiteboards], shared writing [modelled, scribed, supported] and independent writing.

Weekly opportunities to apply reading and writing skills, knowledge and understanding across the curriculum in real life contexts.

Daily English sessions

The main teaching of writing will take place during English sessions. Usually a different text type/ genre will be taught every 2 weeks. If children's understanding of a particular text type is weak it can be revisited more regularly until children's learning is more secure. Every second week a 'Star Write' will take place on a Thursday and the children should be well prepared to complete an extended piece of writing because of the prior learning that has taken place throughout the 2 weeks. (See planning guidance for more details - English Curriculum Coverage/ Entitlement). Text types should be regularly revisited to ensure that the features are not forgotten. During topic work, one piece of writing, which has recently been taught, should be completed weekly.

Basic skills- Grammar, punctuation, handwriting and spelling.

This daily session is not a repeat of the English lesson but can be used to: reinforce and develop new punctuation/ spellings/ grammar, correct class misconceptions or to practise and apply the above.

Guided reading can be delivered during this session when other children are practising or applying the taught skill as a self-sustained activity/ task. This task would need careful planning and structuring so as not to appear as a 'keeping busy' activity.

Grammar

Follow yearly coverage guide but ensure that teacher assessment informs planning - English Curriculum Coverage/ Entitlement and National Curriculum 2014.

Handwriting practice

Teacher demonstration first with children copying a passage -expectation should be that letters should be formed correctly and the appropriate pencil/pen grip adopted.

5 x phonic/ spelling lessons each week (@10 minutes each during English lesson).

Phonics

This will be based around the Jolly phonics approach. Each year group will have expectations taken from Letters and Sounds and the National Curriculum 2014. Phonics should be reinforced throughout the day wherever appropriate.

Spellings

Introduced in a real and concrete context. Children learn them within a context and tested in context. Linked to phonic patterns and high frequency words - refer to Letters and Sounds, KS2 Spelling Bank and the National Curriculum 2014.

Extra Phonics and Spelling [EYFS, KS1 and KS2]

This will happen 4 times every week in ability grouped sets that are flexible to be adjusted through teacher assessment. The 4th session will be a spelling test.

Mathematics.

- Daily structured lesson - CLIC, main teaching, differentiated independent/ guided tasks and plenary/ review;
- Over the week a balance of guided and independent;
- Daily planned 'challenge'/ extension activity;
- Weekly problem solving and investigation.
- Weekly opportunities to apply Mathematics skills, knowledge and understanding across the curriculum in real life problem solving.

Most mathematics associated with number and the number system will be taught in isolation to the topic, however cross curricular links should be made where appropriate e.g. Measures (weight/scales) children should use scales and measure something and Data Handling. There should be practical activities even for the older children.

There will be a separate CLIC lesson every day - Counting, Learn Its, It's Nothing New and Calculate. This has replaced the oral and mental part of the daily Mathematics lesson.

A focussed 'Using and Applying' lesson must be delivered every week. Best practice would be to apply all Learning Objectives in a real context during the final plenary.

Please see:

Teaching for Learning Policy; Presentation Policy; National Curriculum for English [2014] Programmes of Study; SDFS Year group words, patterns and conventions [taken from NC 2014 English Appendix 1: Spelling]; Key Performance Indicators for Reading and Writing and Mathematics; Assessment Policy; Marking and Feedback Policy; Equal Opportunities Policy, SEND Policy and G&T/ More Able Policy; Individual Subject Policies; English Policy; Reading Policy; Mathematics Policy; Calculations Policy; SDFS NC 2014 map; Differentiation Policy.

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[To be reviewed every two years or sooner if need arises]

Appendices:

Model A- Class come in	
↓	
Teacher-led session takes place. Objectives are shared. Children sit together for input. (Think - lots of beginnings and ends)	
↓	↓
Individual tasks set. Work is monitored . (different learning for different groups throughout the session with support and challenge)	Guided/ adult led group / small group work. (input then independent work with support and challenge)
↓	↓
	Individual tasks set. Work is monitored .
	↓
Teacher gathers groups together to look at learning that has taken place. Plenary - review LEARNING & end with a question.	
↓	
Session ends.	

Model B [Health warning - T + LSA work with all groups in equal measure across a sequence of lessons while encouraging independence]			
Class come in			
↓	↓	↓	
One group sit down to complete a challenge independently.	Teacher-led session takes place for relevant groups.	One group sit down to complete a challenge with a LSA.	
↓	↓	↓	
Teacher works with HAP/ MAP/ LAP introducing a new concept. Once understood, rest of this session and some/ much of the next session, will be spent working independently.	Individual tasks set. Work is monitored . (different learning for different groups throughout the session with support and challenge)		←
↓	↓	↓	↑
↓	↓	Further Teacher-led sessions takes place.	→
↓	↓	↓	
Teacher gathers groups together to look at learning that has taken place. Plenary - review LEARNING & end with a question. Session ends.			

*ALL pupils MUST be able to work and apply skills, understanding & knowledge independently.

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