

Curriculum Rationale Geography

INTENT	
<p>How is English aligned to the national curriculum?</p> 	<p><i>A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.</i> (National Curriculum, DfE, July 2014)</p>
<p>What are the end points for the curriculum and what knowledge and skills will children have when they leave us?</p> 	<p>By the time they leave us at the end of Year 6, we aim that our pupils will be well-rounded individuals with the key skills to support them in their journey through life. We have high standards for all our children with clear expectations and tailored support we provide pupils with the tools they need to succeed.</p> <p>We believe that reading and writing are at the heart of communication- a essential tool for all aspects of life. We aim that, through our curriculum and teaching, our pupils will be developed communicators with the skills and language acquisition that will support them in their future endeavours.</p> <p>As reading is the foundation upon all other learning can grow, we ensure that all pupils are exposed to a wide range of materials to develop their curiosity and tolerance for others. We aim that, by providing a range of opportunities, our pupils will leave us with the understanding, respect and acceptance of others.</p> <p><i>Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.</i> (National Curriculum, DfE, July 2014)</p>
<p>How is the curriculum sequenced from EYFS to year 6?</p> 	<p>Early reading and writing are the stepping stones to accessing the wider curriculum as they move through the school. We follow the <i>Little Wandle, Letters and Sounds Revised</i>, which is a systematic and synthetic phonics programme. In alignment with the scheme, we follow this from Nursery through to, where applicable, Year 6 to ensure fidelity to this scheme. We ensure that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school (see phonics policy).</p> <p>At Meadow Vale, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong</p>

	<p>focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.</p> <p>Once children have completed the phonics programme, they will continue to build upon their knowledge through to Year 6 by exploring spellings rules and patterns through <i>SpellingShed</i>. Regular reading sessions take place and children are continued to be exposed to a wide range of texts to build on their love of reading and their understanding.</p> <p>Our <i>Modelled Writing Policy</i> provides a clear structure for the planning of writing units. This is followed from EYFS to Year 6. Across all year groups, we ensure that a variety of genres and purposes are explored. We provide many opportunities for pupils to build upon and consolidate their understanding of text types across their time at Meadow Vale.</p>
<p>Local Context – is there any local context that plays a role in our curriculum design?</p>  <p>LocConte</p>	<p><i>All the skills of language are essential to participating fully as a member of society.</i> (National Curriculum, DfE, July 2014)</p> <p>We recognise that many of our pupils aren't exposed to the wide range of skills needed to become successful members of society. We aim to bridge this gap so that pupils are equipped with everything they need to face the challenges of a complex society.</p> <p>We are proud of our diverse school community and ensure that we celebrate a range of differences through our curriculum offer. Our curriculum includes a range of cultures, family dynamics and experiences which enables pupils to develop their communication skills further as they can share their own experiences through a multitude of mediums.</p>

IMPLEMENTATION

Pedagogical Approaches – what teaching approaches are taken to secure knowledge and skills?



In each unit of writing, we begin by examining a key text. These can be flexible and subject to change as we are adaptive to the pupils' needs and requirements. However, these are mapped out in advance of each unit and subject to regular reviews to ensure that we are responding to needs and staying up to date on children's literature. Texts are selected to suit a range of purposes however, we always ensure that they will nurture a culture of reading for pleasure.

Through the following structure, we build our writing units. This structure ensures that the children are developing a strong understanding of purpose for writing which later supports and guides their own work.



Reading is taught within writing units as well as an individual subject due to its high status within our school community. In EYFS and KS1, pupils participate in reading following the *Little Wandle* structure. In small groups, they explore a text over three sessions. This is focused developing their fluency, prosody and comprehension. We emulate this across the school by exploring a focus text over multiple sessions in a week. This supports our pupils' engagement with reading as they are able to access their texts more

	<p>frequently. Placing reading for pleasure at the root of our text selection means that our pupils are engaged, interested and motivated to read.</p>
<p>Teachers' expert knowledge – how do we ensure quality first teaching? What training, CPD, resources are available to support?</p> 	<p>Knowing how key engagement and motivation is to the development of pupils' reading and writing is, we ensure that this applies to staff too. By giving them the tools and resources to support quality first teaching enables our staff to develop the confidence and passion for the teaching of English.</p> <p>Regular training sessions provide the opportunity to share and build upon expertise. These sessions are often supported or lead by our English consultant ensuring that we are up to date on the most recent research.</p> <p>As well as in-house training, we look to external providers to support us in our CPD. Regular phonics training from <i>Little Wandle</i> for all staff (teaching and support) provides ownership for all and are able to implement changes as a whole-staff team.</p> <p>We also looks for links within our local community. Engaging with other schools for writing moderation has helped us to become more secure in the expectations and standards we are setting for our children. This also helps us to be fair and accurate when making our assessments of our pupils.</p> <p>The English standards lead and phonics leads meet regularly to discuss the next steps in our journey and to ensure the training and development needs of staff are met.</p>
<p>Knowing and remembering more – what approaches do we use to ensure knowledge is retained? E.g. knowledge organisers, retrieval practice</p> 	<p>Our writing units are carefully structured to ensure opportunities for pupils to practise and embed their skills. We believe that by threading key writing components through exploration, application and reviewing, we can create independent writers with the skills to succeed. We provide plenty of opportunities for pupils to demonstrate and culminate the skills they've learnt.</p> <p>Through modelling, we are consistently reviewing past learning to ensure that this is embedded in the pupils' knowledge.</p> <p>Reading sessions are often begun by retrieving knowledge of the text so far. This scaffolding builds on their understanding and supports all pupils.</p>

<p>Teacher assessment – what does assessment look like?</p> 	<p>Teachers use many different assessment opportunities to check for understanding and progress. Verbal feedback is used across all curriculum areas and misconceptions addressed as they occur. Whole-class teaching is used for common misconceptions and supported through individual verbal or written feedback.</p> <p>Writing checklists are used to ensure the coverage of writing skills and used to plug gaps with individuals or groups. These skills are shared with the pupils so that they are aware of the expectations for the appropriate year group.</p> <p>Written feedback is applied as necessary following the feedback policy.</p>
<p>How do we know that the end points have been achieved? What does success look like?</p> 	<p>Success is individualised for each child and reflects their progress over a period of time.</p> <p>End goals are based on the National Curriculum and our high expectations. Children are kept informed of the standards ensuring that they are able to aim for their target.</p>

IMPACT

How does our assessment approach inform us of how well children are doing?



A mix of formative and summative assessment is used to inform us of the pupils' progress. We use NFER and PiXL assessments to give raw data on the pupils' progress and areas to develop. Writing moderation is used in and across year groups regularly as well as with other schools. This helps us to build a detailed picture of the current expectations.

Each year group will regularly have discussions around their data to ensure consistency across the team.

Pupils work – what evidence is used to demonstrate children's learning?



During phonics lessons, pupils' verbal contributions are assessed by staff and support given where needed. This is similar in reading lessons as much of it is done verbally. The pupils have guided reading books from Year 3 to record any activities used to explore their reading in more detail. This may take the form of comprehension, character descriptions or evidence-based tasks.

Writing books are used from Reception to Year 6. The expectations within these books increases by year. All year groups focus on presentation and handwriting by setting high expectations from the beginning. Through our phonics scheme, children are taught to print letters before moving on to cursive writing when they have completed their phonics.

What feedback do pupils give and how can this be used to make changes to the curriculum?



We believe in the value of pupil voice and making changes based on their ideas. Pupils at Meadow Vale are engaged in reading and writing and are able to articulate the texts/topics they've enjoyed. We've found that the greater the engagement, the more successful the outcomes.

Pupils are able to request texts that would like to read/listen to being read and staff ensure that these texts are available. Texts explored in class are placed in class reading areas to allow pupils the opportunity to revisit and re-read.