



Curriculum Statement of Intent

We are committed to ensuring that our curriculum offer is broad, engaging, comprehensive and coherent. The full range of core and foundation subjects is carefully mapped so that all children end their primary years having mastered a range of concepts and skills as well as gaining an increasing amount of knowledge. This fuels a thirst for learning, prepares them for future study and helps them to develop an understanding of the world in which they live.

Our aims:

- Improve educational outcomes for all our children, regardless of their starting points.
- Nurture employable, lifelong learners who can demonstrate respect, responsibility and resilience.
- Develop children's social, emotional and mental health through planned curriculum opportunities and experiences.
- Deliver a curriculum that gives all children high aspirations and an understanding of the possibilities they can achieve.

Our Early Years Foundation Stage plays a pivotal role to a child's early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. There is a large emphasis on developing key learning skills such as listening, phonics, reading, number and co-operation with others.

Study in mathematics follows the National Curriculum using the long and medium term planning and progression model provided by White Rose Maths and NCETM. Teaching is structured in a way that enables children to deeply embed and build upon mathematical concepts by applying their knowledge and skills across a range of contexts. Teaching incorporates a planned sequence and progression of concrete, pictorial and abstract opportunities which support pupils in deepening their conceptual understanding over time.

At Escrick Primary School we believe that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme. We use the Little Wandle Letters and Sounds Revised to plan and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing.

Our phonics teaching starts in Reception (continues in Year 1) and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school. As a result, all our children are able to tackle any unfamiliar words that they might discover. At Escrick we also model these

strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Across our school there is a plethora of other reading opportunities including story time, weekly books shared with the children, language games, provision tasks and vocabulary displayed across the full curriculum areas. Children are introduced to reading VIPERS in Year 2 which aids their understanding of words and texts (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise). Comprehension skills, one at a time, are taught through these sessions, in whole class discussion and in small groups. This continues in Year 3 and 4; texts are more challenging and whole class reading allows longer texts to be shared and discussed. The different features of texts are taught with children having time to consolidate this new knowledge in their own reading and writing tasks. Comprehension skills are further developed.

When the children move into Year 5 they are introduced to Reading circles – an alternative approach to guided reading and comprehension tasks that promotes a deep, connected thinking around a text discussion. Children are taught the nine different roles, as a class, at the start of the school year. Examples are modelled, specific skills taught as a whole class or ability group and children are encouraged to 'have a go' before reading circles is sent as homework. The children then share homework in their groups, facilitated but not led by the teacher. This approach to guided reading is also used in Year 6 with an increase in expectations.

Teachers take time in selecting texts to ensure they are high quality, capture interest and instil a love of reading both in and beyond the classroom. Reading and text permeates every aspect of our school's curriculum and the majority of topics are based around a text.

At the heart of good writing is an engaging experience. Children have opportunities to be creative and spark their imagination through drama, art, unusual props, videos or visitors to ensure their writing is grounded in real experiences.

Our teaching of writing begins with providing the children with many varied opportunities for mark making, both large and small. Fine motor skills are also developed in all areas of provision in our Reception and Year 1 classes. This is followed by encouraging the correct letter formation using the Little Wandle scheme. Early writing experiences include name writing, copy writing, captions and labels. This then builds up to sentences with punctuation and extended sentences.

Teachers model writing, using texts to demonstrate the different features. Scaffolding materials are provided for the children to access and vocabulary is displayed for children to increase their knowledge and upskill work. Cross curricular writing is promoted in all year groups and skills are applied across these lessons. As the children move through Key Stage 2 they are taught the skills to edit their work and shared writing plays a key part in the development of their writing skills and knowledge of spelling, punctuation and grammar.

Our thematic approach to the teaching of curriculum brings together our teaching in Science, Geography and the other foundation subjects, allowing links to be made. This promotes deeper understanding and/or opportunities for pupils to increase their knowledge so that pupils know more and remember more. As children progress throughout their primary years, relevant factual and conceptual links are made between themes.

Underpinning each theme or unit of work is a core body of knowledge that is systematically taught, revised and revisited at distance to ensure that learning is committed to long term memory. Skills and knowledge are intertwined to consolidate and build on in a sequential manner. This knowledge empowers children: it gives them a sense of being knowledgeable, allows them to mediate social and cultural references, builds on their understanding of the world and provides valuable content for writing and reading across the curriculum.

The breadth of our curriculum incorporates weekly forest lessons, music lessons, mental health and PSHCE lessons, PE skills and lessons as well as planned opportunities to promote active learning.

Spiritual, moral, social and cultural development as well as modern British Values are discretely woven into the curriculum with links being seeded to ensure these values are revisited and consolidated. Planned activities and tasks to address new concepts/relevant and topical issues/ current national and international news stories occur through collective worship, class discussions, Jigsaw lessons, debates and both the RE and PSHE curriculums. These lessons are equally valued as we are committed to preparing the children for life beyond Escrick CE Primary school.

Interventions and additional, individual classroom support strategies are arranged for children who need further assistance to reach their full academic potential. Personalised learning opportunities are carefully timetabled to ensure that children who need further intervention still receive a broad and balanced curriculum.