

# Clockhouse Primary School

## The Clockhouse Curriculum



### Our English Curriculum Rationale

#### What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, we are proud that English learning permeates everything we do across the school; from structured lessons to reading a class novel; from using our best handwriting to write a thank you letter to a visitor; to taking part in a class debate, we are always applying our English learning. This is to aim to develop a good moral compass for later life and to equip children with the lifelong skills and knowledge to achieve in modern Britain.

As a school, we provide a stimulating, interactive, fun and challenging English curriculum that appreciates our rich and varied literacy heritage. Whilst following the National Curriculum, our aim is to ensure all children read and write with confidence, fluency and understanding whilst orchestrating a range of independent strategies to self-assess, monitor and improve. We encourage children to develop a keen interest in books of varying genres to widen their knowledge and respect of authors. We see the importance of children aspiring to develop clear powers of imagination, independence, inventiveness and awareness of their own skills and aspire them to become lifelong learners. We understand that many children who enter Clockhouse Primary School, have poor linguistic skills; therefore, we ensure vocabulary acquisition is at the heart of our curriculum and drives children to show an interest in words, their meanings and their origins, as well as developing an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Phonics is key in delivering a curriculum that is progressive in terms of knowledge and skills which ensures children are able to read fluently and with good understanding. Drama is central to our curriculum ensuring children are competent in the arts of speaking and listening and use discussion in order to learn enabling them to elaborate and explain clearly their understanding and ideas.

We deliver an enriched curriculum so that by the time children leave Clockhouse Primary School, they are able to write clearly, accurately and coherently; adapting their language and style in and for a range of contexts, purposes and audiences so that they will be ready for the next stage in their learning and life in modern Britain.

### Reading

#### What are we trying to achieve through the Clockhouse Reading Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by the values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In reading, it is our intention to provide opportunities for children to effectively infer meaning from unfamiliar vocabulary by teaching a range of reading strategies and have a thirst for learning new vocabulary and using this concisely in their own oral and written work. Children are able to access a range of age-appropriate texts which are new to them and are able to read these texts with fluency and expression as well as using strategies to decode unfamiliar words successfully. Through the teaching of inference and deduction, children are provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama.
- **Global Citizenship**- In reading, teachers will provide opportunities for children to read a variety of texts based on similar themes, social eras and genres as well as, ensuring children are able to compare and contrast a variety of texts. This allows children to gain a better understanding of what life is like outside of Collier Row. The structure of reading sessions develops children's ability to work as a team, value in active listening and taking on/ or relating to contemporary life or past experience in ways which are interesting and challenging.
- **Creativity** – In reading, teachers carefully select texts that motivate and inspires children to learn and provide memorable wow learning moments that they will carry forward in future life. Students are

exposed to a rich variety of quality language use, and learn how to use language in an imaginative and original way, drawing on their reading, and considering how words, usage and meaning change over time. Through exposure to a range of genres, we endeavour to develop children's creativity through stimulating their imagination and expose them to a world that they may not know.

- **Aspiration** – In reading, it is our intention to provide a wide range of reading experiences to raise the aspiration. Developing a reading for pleasure culture at the school is paramount in order to give children the opportunities to read a wide range of genres and give them a chance to develop a love for reading.
- **Well-being** – In reading, it is our intention that children develop strong values, morals and relationships on how to keep themselves and others safe. Through empathy with characters, students develop a growing understanding of how ideology contributes to personal identity. Through the careful selection of high-quality texts, students consider the belief that one's inner resources provide the ability to rise above every day experiences in order for children to live a positive and fulfilled life.
- **Cultural Capital** – In reading, it is our intention to provide children with books filled with essential knowledge that will prepare them for future success and life in modern Britain. Short stories and texts are selected which encourage students to empathise with the feelings and experiences of others in order to develop their understanding of other people's attitudes, ideas and behaviour.

### **How is the Clockhouse Reading Curriculum delivered? (*Implementation*)**

- The reading curriculum is mapped out by the English lead and the English co-ordinator which meets the requirements of the National Curriculum. High-quality texts are mapped out to ensure children are exposed to a range of authors and genres.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and the long-term planning to ensure a broad coverage. Weekly planning links to progression, age and phase.
- Shared reading is pivotal to the reading curriculum and lessons are adapted to the needs of the children to ensure all children are able to access the texts.
- Through monitoring and evaluation, gaps in teaching and learning are identified and targets through well-planned INSETs, coaching for improvement and video coaching.
- The curriculum is planned thoroughly, starting with the children's current knowledge and skills, so that real progress can be made and measured. In phonics, children are assessed termly and set into differentiated abilities to ensure rapid progress is made by all and planning is personalised.
- Reading is monitored half-termly to ensure that standards are being met and all children are being given equal opportunities.
- The English leader and co-ordinator look for opportunities for enriched activities and organise events such as World Book Day/ week.
- As much as possible learning is linked to real-life experiences to provide the children with a context for their learning and how this relates to the wider world.
- The English lead and co-ordinator ensure that the correct resources are available to enable a deepening of children's knowledge, understanding and skills.
- In phonics and reading, our approach allows for the repeating/ developing knowledge of skills and in doing so develops children's knowledge, understanding and skills.

### **What difference is the Clockhouse Reading Curriculum making? (*Impact*)**

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- In reading, they will develop a love for reading.
- Children will be able to apply their reading skills to all aspects of life such as inferring within a real-life context.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- They will develop a sense of self-awareness and become confident in their own abilities.
- Pupils will be ready for the next stage in their learning and life in modern Britain.

## Writing

### What are we trying to achieve through the Clockhouse Writing Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In writing, it is our intention to provide opportunities for children to explore words, develop phrases, play with sentences and paragraphs meaning that they learn to consider the impact on the reader when they write. We encourage children to become effective not formulaic writers and draw on models from reading and manipulate them for their own purposes. Children are taught how to improve their work, using proof-reading, to check for accuracy, spelling and grammar.
- **Global Citizenship** – In writing, students develop sensitive awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns and feelings and commitments of others through poetry, imagery, drama, role-play, myth and historical narrative in order to build their own understanding of world events.
- **Creativity** – In writing, it is our intention to provide a broad and engaging curriculum to ensure that children develop a love of learning and strong grounding for future success. It is taught daily, to allow children to reach their potential academically and personalised planning and wow opportunities allow children to develop their creativity and write outside of the box. to develop a strong desire for their learning this ensures that
- **Aspiration** – In writing, it is our intention to provide a variety of inspiring writing opportunities that are mostly based on real-life contexts and life beyond Clockhouse through the use of, but not limited to, visual literacy and wow experiences such as trips and visitors. Visual literacy, such as films, are used to engage and motivate all pupils. This gives all children the experiences to build upon and use original ideas whilst developing their own and expose them to the endless possibilities open to them. The teaching of writing has a robust structure to allow time for planning, proof-reading and editing to instil in them a desire to achieve.
- **Well-being** – In writing, texts are selected that extend children's ideas and their moral and emotional understanding. Students are given the opportunity to explore and analyse appropriate texts which furnishes them with the knowledge and ability to question and reason which will enable them to develop their own values system and to make reasonable decisions on matters of personal integrity. Children explore how choice of language and style affects implied and explicit meaning.
- **Cultural Capital** – In writing, it is our intention to encourage children to write widely and for a range of purposes and inspire them to have a strong grounding for future success. We expose children to a range of high-quality literature in order to provide them with the essential knowledge to interpret and explain a range of genres and be able to write using appropriate technical vocabulary in many of these forms in order to prepare them in life beyond Clockhouse.

### How is the Clockhouse Writing Curriculum delivered? (*Implementation*)

- The writing curriculum is mapped out by the English leader and the English co-ordinator which meets the requirements of the National Curriculum. Genres are mapped out to ensure a wide coverage is met.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and the long-term planning to ensure a broad coverage. Weekly planning links to progression, age and phase.
- Lessons are clearly differentiated and adapted to meet the needs of all children and provide a challenge for all.
- Through monitoring and evaluation, gaps in teaching and learning are identified and targets through well-planned INSETs, coaching for improvement and video coaching.
- Where possible, the writing curriculum is thematic and links to the school's Golden Threads which allows children to make links in their learning.
- The curriculum is planned thoroughly, starting with the children's current knowledge and skills, so that real progress can be made and measured.
- Writing is monitored half-termly to ensure that standards are being met and all children are being given equal opportunities.

- The English leader and co-ordinator look for opportunities for enriched activities and organise events such as 'Creative Writing' weeks.
- As much as possible learning is linked to real-life experiences to provide the children with a context for their learning and how this relates to the wider world.
- The English lead and co-ordinator ensure that the correct resources are available to enable a deepening of children's knowledge, understanding and skills.

**What difference is the Clockhouse Writing Curriculum making? (*Impact*)**

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- In writing, they will have strong communication skills, both written and verbal, and will listen respectfully and with tolerance to the views of others.
- In writing, they will take pride in all that they do, always striving to do their best.
- They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- They will develop a sense of self-awareness and become confident in their own abilities.
- Pupils will be ready for the next stage in their learning and life in modern Britain.